

2014-2015

CATALOG «



HOLY NAMES
UNIVERSITY
Since 1868



ACCREDITATION AND AFFILIATION

Chartered by the State of California in 1880, Holy Names University is accredited by WASC Senior College and University Commission (WSCUC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; 510.748.9001). The Commission on Collegiate Nursing Education accredits the MSN, LVN/BSN, and RN/BSN nursing programs. It is empowered by the California Commission on Teacher Credentialing and Licensing to recommend candidates for California teaching credentials.

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TABLE OF CONTENTS

<p>4 Welcome to Holy Names University</p> <p>4 The Mission</p> <p>4 Profile</p> <p>6 Academic Principles and Outcomes</p> <p>7 Diversity Policy</p> <p>8 Academic Calendars</p> <hr/> <p>9 Undergraduate Division</p> <p>9 Admission Policies and Procedures</p> <p>9 Admission as a First-Year Student</p> <p>10 Admission as a Transfer Student</p> <p>10 Admission as an International Student</p> <p>11 Admission as an Adult Learner</p> <p>11, 118 Admission to the Bachelor of Science in Nursing Programs</p> <p>12 Special Admission Programs</p> <p>13 Academic Policies and Procedures for Undergraduate Students</p> <p>13 Academic Planning and Registration</p> <p>15 Credit</p> <p>17 Student Enrollment Status and Unit Load</p> <p>18 Evaluation</p> <p>19 Degree Completion and Honors</p> <p>20 Records</p> <p>22 Academic Standards for Undergraduate Students</p> <p>22 Academic Honesty</p> <p>23 Classroom Expectations</p> <p>24 Academic Progress and Status</p> <p>25 Academic Responsibilities and Rights of Students</p> <p>25 Nondiscrimination</p> <p>25 Academic Appeals</p> <p>27 Academic Requirements for Undergraduate Students</p> <p>27 Degree Requirements</p> <p>32 Course Information</p> <p>33 Undergraduate Programs and Courses</p> <p>40 Accounting</p> <p>33 Anthropology</p> <p>33 Art</p> <p>35 Biological Science</p> <p>38 Business</p> <p>42 Career and Life Planning</p> <p>43 Chemistry</p> <p>43 Communication Studies</p> <p>46 Criminology</p> <p>38 Economics</p> <p>47 English</p> <p>49 English as a Second Language</p> <p>49 French</p> <p>50 History</p> <p>51 Integrative Studies Across Cultures</p>	<p>52 Intercultural Peace and Justice Studies</p> <p>52 International Relations</p> <p>53 Latin American and Latino/a Studies</p> <p>55 Liberal Studies</p> <p>57 Linguistics</p> <p>57 Mathematics</p> <p>58 Multimedia Arts and Communication Studies</p> <p>58 Music</p> <p>118 Nursing</p> <p>62 Philosophy</p> <p>63 Physical Education and Health</p> <p>63 Physical Science and Physics</p> <p>64 Political Science</p> <p>64 Psychobiology</p> <p>65 Psychology</p> <p>69 Religious Studies</p> <p>71 Sociology</p> <p>73 Spanish Studies</p> <p>74 Sport Biology</p> <p>75 United States Cultures</p> <p>75 Pre-Professional Concentrations</p> <hr/> <p>76 Graduate Division</p> <p>76 Admission Policies and Procedures</p> <p>76 Admission Requirements</p> <p>77 Admission Requirements and Procedures for International Students</p> <p>77 Application Procedures and Materials</p> <p>78 Classification of Students</p> <p>78 Academic Policies and Procedures for Graduate Students</p> <p>78 Academic Planning and Registration</p> <p>80 Credit</p> <p>80 Student Enrollment Status and Unit Load</p> <p>81 Evaluation</p> <p>82 Degree Completion and Honors</p> <p>83 Records</p> <p>84 Academic Standards for Graduate Students</p> <p>84 Academic Honesty</p> <p>85 Classroom Expectations</p> <p>86 Academic Progress and Status</p> <p>86 Academic Responsibilities and Rights of Students</p> <p>87 Nondiscrimination</p> <p>87 Academic Appeals</p> <p>88 Academic Requirements for Graduate Students</p> <p>88 Degree Requirements</p> <p>88 Course Information</p> <p>89 Graduate Programs and Courses</p>	<p>89 Business Administration</p> <p>93 Counseling Psychology</p> <p>99 Sophia Center: Culture and Spirituality</p> <p>104 Education</p> <p>113 English</p> <p>113 Linguistics</p> <p>114 Music</p> <p>138 Nursing</p> <hr/> <p>118 School of Nursing</p> <p>118 Undergraduate Division</p> <p>118 Holy Names University/Samuel Merritt University Nursing 2+2 Program</p> <p>119 LVN to BSN Program</p> <p>122 RN to BSN Program</p> <p>124 Academic Policies and Procedures</p> <p>133 Academic Standards</p> <p>138 Graduate Division</p> <p>139 Master of Science Nursing (MSN)</p> <p>140 MSN/MBA Program</p> <p>140 Pathway Program to the MSN</p> <p>142 Certificate Programs</p> <p>146 Academic Policies and Procedures</p> <p>152 Academic Standards</p> <hr/> <p>157 Resources for Learning</p> <hr/> <p>163 Financial Information</p> <p>163 Rate Schedule</p> <p>163 Payment of Tuition and Fees</p> <p>163 Payment Options</p> <p>164 Refund Policy</p> <p>164 Financial Aid</p> <p>164 Eligibility</p> <p>166 Scholarships and Grants</p> <p>166 Student Employment</p> <p>167 Student Loans</p> <p>167 Satisfactory Academic Progress Policy</p> <p>168 Rights and Responsibilities</p> <hr/> <p>169 Personnel</p> <p>169 Faculty</p> <p>174 President's Cabinet</p> <p>174 Administration</p> <p>174 Board of Trustees</p> <p>174 Regents</p> <p>179 Directory of Campus Resources</p> <hr/> <p>175 Index</p> <hr/> <p>180 University Map</p>
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WELCOME TO HOLY NAMES UNIVERSITY

THE MISSION

Holy Names University, rooted in Catholic intellectual and spiritual traditions, empowers a diverse student body for leadership and service.

Guided by the core values of the Sisters of the Holy Names of Jesus and Mary, HNU is a progressive, inclusive, and rigorous academic community offering a liberal arts and professional education. We prepare students to think critically and imaginatively, to understand and employ the various modes of knowledge, to communicate clearly and persuasively, and to promote the common good.

VISION STATEMENT

- We will promote collaborative teaching and research, experiential learning, and intellectual and spiritual growth.
- We will challenge ourselves to create an educational experience that reflects and honors our multicultural reality.
- We will be responsive to the opportunities and challenges of our times through our ongoing commitment to the liberating action, courage, and integrity expressed in the SNJM charism.
- We will create an inclusive campus community that recognizes and considers the voices and contributions of students, faculty, and staff in University decision-making.

PROFILE

Holy Names University has offered a broad and challenging education to a diverse student body since its founding in 1868.

Classes are small, enabling students and faculty to work closely together in the learning process. Interaction among faculty and students extends beyond the classroom into informal discussions, forums, and social gatherings, all of which foster a free exchange of ideas. The atmosphere of the University aims at helping students develop their intellectual potential so they enjoy full and satisfying lives. Holy Names achieves this aim by promoting self-reliance, creativity, and critical thinking in all of its educational programs.

The student body at Holy Names University reflects the ethnically diverse Bay Area in which the University is located. In the classroom and in extracurricular activities, students of diverse nationalities and cultures learn in practice as well as theory what it means to be a citizen of the world. No one nationality or ethnic culture claims a majority at Holy Names. Opportu-

nities and resources are open to every student in exciting and challenging ways.

The University's student body represents age as well as cultural diversity. A key aspect of Holy Names is its tradition of offering a strong curriculum taught within innovative schedules and programs that serve the needs of adult learners. For working adults, a number of undergraduate and Master's programs are offered in an accelerated program on weekends and weekday evenings. The University has initiated and sustains a number of innovative programs such as the Raskob Learning Institute for children and adults with learning disabilities, the Kodály music education program, and the Core Program in Integrative Studies Across Cultures.

Committed as it is to the Catholic tradition, Holy Names University fosters its students' religious faith in their pursuit of learning and service. Students are encouraged to respect diversity, have a sense of their own values, and recognize the service of others as a privilege. The University has a welcoming atmosphere for learners of any faith tradition.

The University is proud of its rich heritage of offering ladders of mobility for generations of its students and takes seriously its responsibility to prepare students for the world of work. As a complement to classroom study, students incorporate internships, independent studies, and seminars into their programs. Through cooperative arrangements with East Bay colleges and universities, students may take concurrent courses at other institutions to enrich their programs and experiences.

All degrees of the University are accredited by the WASC Senior College and University Commission. The Commission for Collegiate Nursing Education (CCNE) accredits the RN/BSN, LVN/BSN, and MSN nursing programs.

Location

Holy Names University is located on 60 wooded acres in the Oakland hills. Its site provides a breathtaking view of Oakland and the San Francisco Bay. Nestled among the hills, the campus provides a quiet, safe, and extremely beautiful study atmosphere. At the same time, students are within easy reach of a variety of cultural, educational, and recreational opportunities within the Bay Area.

Students have ready access to libraries, museums, theaters, concerts, neighboring campuses, sports arenas, and centers for recreation and social opportunities. Numbered among the artistic and intellectual organizations available to students are the San Francisco and Oakland Ballets, the San Francisco Symphony, the Oakland East Bay Symphony, the San Francisco Opera, the Oakland Museum, the De Young Museum of San Francisco, the Lawrence Hall of Science, the Berkeley Repertory Theater, and the Pacific Film Archive in Berkeley. Convenient day-long or weekend trips may be made to Yosemite National Park, the Sierra Gold Country, Lake Tahoe, Monterey Bay and Carmel, and to the Napa Valley and Sonoma County wineries. Parks surrounding the campus offer numerous opportunities for hiking, horseback riding, or bicycling.

The Bay Area's climate reflects its coastal location. The winter months are temperate, fall and spring offer sunny and clear days, and the summers provide foggy early mornings and sunny, breezy afternoons. Any time of year is perfect for work or leisure.

The campus is accessible to the freeway system, to bus lines, and to Bay Area Rapid Transit (BART). Two international airports, Oakland and San Francisco, are approximately twenty and forty-five minutes, respectively, by car from campus.

History

Pioneering Educators

Holy Names University was founded by the Sisters of the Holy Names of Jesus and Mary, a religious congregation of the Roman Catholic Church. In 1868, six members of this teaching order came to Oakland from Montreal, Canada, to establish a school for girls on the shores of Lake Merritt.

On arrival, May 10, the weary but excited travelers were greeted with great warmth and provided with a snack which included strawberries and cream—an exotic treat at this time of year for the Sisters from Canada. Each May, the religious faculty and staff members continue to commemorate Holy Names' beginnings in California by serving strawberries to the University community when they celebrate Founders' Day.

By 1880, the school, staffed by the Sisters and known as the Convent of Our Lady of the Sacred Heart, had flourished to the point where the State of California empowered it to grant higher degrees. The primary purpose at the outset was to qualify teachers for schools under the jurisdiction of the Holy Names Community. Today, Holy Names University remains under the sponsorship of the Sisters of the Holy Names.

Expanding Opportunities

- 1908 The name of the institution was changed to Convent and College of the Holy Names.
- 1916 Secular students were admitted to college-level classes for the first time, and the Alumnae Office was opened with its new constitution decreeing that the annual meeting should coincide with Founders' Day, May 10.
- 1917 Holy Names Junior College was formally inaugurated.
- 1925 The senior college opened.
- 1930 The first College of the Holy Names' teacher candidates were credentialed by the State of California.
- 1949 Holy Names became one of the charter members of WSCUC, the WASC Senior College and University Commission.
- 1955 The coeducational Graduate Division was formally established.
- 1957 The entire College moved from Lake Merritt to the new campus on Mountain Boulevard.
- 1960 Raskob Learning Institute opened.
- 1969 The Kodály Music Education Program was founded.
- 1971 The College name changed to Holy Names College; the College became totally coeducational.

Welcome to Holy Names University

- 1972 The ELS Language Centers (ELS) were opened on campus to provide intensive English language training for international students.
- 1977 An interdisciplinary, team-taught program in Humanistic Studies (HMST) became the cornerstone of the undergraduate curriculum.
- 1981 The Weekend College (WECO) began to offer working adults a more advantageous schedule for earning regular degrees with classes on Friday nights and Saturday mornings and afternoons.
- 1987 The Writing Across the Curriculum program was adopted to ensure that development in writing was a component of all undergraduate programs.
- 1994 The Valley Center for Performing Arts opened, providing the campus and the Oakland community with a state-of-the-art facility.
- 1996 The College joined the National Association of Intercollegiate Athletics (NAIA) Division II.
- 1996 The Sophia Center in Culture and Spirituality, a graduate program, began.
- 1997 The Master of Science in Nursing (MSN) Program began offering classes.
- 1999 The HMST Program was renamed Integrative Studies Across Cultures (ISAC)
- 2000 The accelerated Business Degree Program, ex.cel, was introduced. The M.A. in Pastoral Ministries began in partnership with the Diocese of Oakland.
- 2002 NEXUS, the BSN teleconferencing program in partnership with Catholic Healthcare West, began offering classes.
- 2004 The name of the institution was changed to Holy Names University. The University began a partnership with Samuel Merritt College of Nursing offering a Nursing Preparation Program.
- 2006 Renovation of the science facilities and all classrooms on the second floor of Brennan Hall was completed.
- 2007 Fiftieth anniversary of the move to the Mountain Boulevard campus.
- 2009 Renovation of the first floor of Brennan Hall was completed.
- 2012 The University was accepted for Candidacy Membership in the NCAA Division II.

The Faculty

The faculty of Holy Names University, highly prepared professionally with appropriate degrees and credentials, do far more than give lectures, advise students, correct papers, attend professional meetings, do research, and write scholarly papers for publication. They are also uniquely responsible for setting the academic atmosphere of learning and scholarship shared with one another and with their students.

A distinctive hallmark of the University is the personal interest in the well-being of each student by the professors. Holy Names' faculty stimulate their students to move in directions that students may not have considered. Faculty take time, through academic advising and through informal and formal meetings before and after class hours, to assist students in their

orientation to college life. As students adjust to the rigors and challenges within each of their subjects, the roles of their teachers include mentor, scholar, and researcher—roles that faculty members joyfully share with their students. Students interact with their instructors in career planning, athletic events, drama productions, music performances, art shows, computer laboratories, science laboratories, as well as in lectures, seminars, tutorials, independent studies, research, field work, and internships.

ACADEMIC PRINCIPLES AND OUTCOMES

The academic programs of Holy Names University express the University Mission through a commitment to:

- excellence in the liberal arts as a foundation for careers, citizenship, and an enriched life;
- creative, effective teaching using small classes and individual attention to students;
- disciplinary and interdisciplinary approaches to learning and the application of learning;
- fostering personal development, intellectual and practical skills, the increase of knowledge and understanding, and the capacity to make ethical decisions;
- promoting a greater awareness of core values within the Judeo-Christian heritage and other religious traditions;
- serving the academic needs and interests of a diverse student body;
- sustaining a multicultural environment that celebrates diversity and affirms differences while building community;
- providing links to the larger community through study, campus activities, and internships; and
- supporting both individual achievement and the ideal of service.

Holy Names graduates are expected to have interacted with the learning community of Holy Names University in a collaborative, hospitable, open manner to creatively begin their journey to develop values and skills in the University's four Learning Outcomes:

Learn: Learn the insights and methods of the academic fields and traditions we study in order to better understand the world and the challenges we face.

- HNU graduates will be able to define systematic, rigorous, and critical inquiry practices of academic traditions in their chosen field of study

Apply: Apply the insights and methods of these academic disciplines and traditions to help create a more just, sustainable, and environmentally friendly world.

- HNU graduates will demonstrate acquisition of expertise in their chosen field of study and interpretation of cultural and ethical perspectives.

Lead: Lead by assuming active and effective roles in creating a more just world as a member of a diverse learning community that promotes cross-cultural competence, and collaborative problem-solving.

- HNU graduates will be able to proactively engage diverse inter-professional stakeholders in order to facilitate common understanding.

Grow: Grow as persons and members of a community of continuous learners committed to understanding and promoting the common good of our ever-changing world, its peoples, and its cultures.

- HNU graduates will be able to generate, promote, and commit to life-long learning.

HOLY NAMES UNIVERSITY DIVERSITY POLICY*

I. Policy and Definition

Founded in 1868, Holy Names University is consistently ranked as having one of the most diverse student populations in the nation. About 70% of our students are from under-represented ethnic backgrounds in higher education and our student body represents over 30 nations. We are a living lab of how a diverse community can come together, and celebrate similarities and differences. We are a community that reflects where we live and work.

As set forth in the University's Mission Statement, Holy Names University is committed to the full development of each student, and empowering a diverse student body for leadership and service in a diverse world. Holy Names University is a center of rigorous teaching and scholarship in the Catholic tradition and serves as a model of diversity promoting cultural competency.

The University has determined that emphasizing diversity as a matter of institutional policy is an integral component of educational excellence. Student learning is greatly enhanced in a diverse educational environment, and as such they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. Holy Names University has traditionally fostered inclusion and openness in the institutional planning process. Achieving and engaging diversity among students, faculty and staff is a cornerstone of that tradition and Holy Names University's institutional policy. The University's Strategic Plan has incorporated the continuing goal to explore, appreciate, and critically engage the meaning and dimensions of diversity within our multicultural community. To successfully accomplish this goal the University will

- Cultivate an environment where faculty, staff, administration, and trustees reflect the diverse experiences of our campus and demonstrate a commitment to multicultural competence.
- Value and integrate multicultural perspectives in the creation and development of curriculum and academic programs at Holy Names University.
- Engage with and serve the diverse needs of our students.
- Leverage resources in a data driven process to ensure that the diverse needs of our campus population are met.
- Create and sustain a physical environment that recognizes, supports, and promotes an inclusive community.

Consistent with this Strategic Plan, the University shall continue to recruit, admit, retain, and graduate students who meet the University's requirements for academic success and who bring to the University a variety of talents, backgrounds, experiences, and personal characteristics, including but not limited to: race and ethnicity, gender, sexual orientation, religion, socioeconomic background, age, disability, and geographic origin. The means of

achieving and promoting this diversity shall remain flexible, and the manner in which race, ethnicity, and gender are to be considered shall meet standards evolving in federal and state law.

II. Educational Benefits of a Diverse Community

The University expects the impact of a diverse community on academic and co-curricular programming to be beneficial to our students, the institution, and the environment in which they both function. Holy Names University inspires students to learn, lead and serve in a diverse and changing world. Opinions rendered by a diverse community further the University's educational goals by challenging traditional educational practices, and by contributing new perspectives to the curriculum and other scholarly pursuits. The University believes that a community of students bringing a variety of perspectives and experiences, coupled with instruction offered by a diverse faculty results in a richer educational experience. Our graduates have had and will continue to have a significant impact on business, education, the arts, and sciences for generations to come. We must create a learning environment enriched by diversity on campus so our students will be prepared for professional careers and positions of leadership, and for successful and productive participation in a global economy.

Excellence in education requires diversity so as to foster

- The capacity to see human experience from the perspective of others who encounter and interpret the world in significantly different ways;
- The open exchange of different beliefs, experiences, and values so that individuals acquire the necessary critical skills that will serve them throughout their lives; and
- The broadening and deepening of the educational experience and the scholarly environment, so that students and faculty have the resources to participate in an increasingly complex and pluralistic world.

The University recognizes that the positive effects of diversity do not automatically accrue from a simple focus on numerical representations of various populations within our University community. Rather, diversity produces benefits through thoughtfully structured policies and programs designed to support and facilitate interaction among students as part of the academic and co-curricular experience. These include outreach and enrichment; recruitment; financial aid; scholarships; general education diversity course requirements; programs designed to improve retention; and to cultivate a learning environment, in and out of the classroom, which enhance the individual and collective experiences of the campus community.

III. Periodic Review

Diversity is not an end result, but a means of achieving a concrete set of educational objectives. Accordingly, the University shall periodically review its diversity-related policies and programs to determine their achievements, and to adjust them as necessary to further those objectives.

**Adapted from Seattle University Statement on Diversity*

2014-2015 ACADEMIC CALENDAR

AUGUST		
27	W	Fall Semester Begins Fall Accelerated Term 1 Begins
SEPTEMBER		
1	M	Campus Holiday: Labor Day
17	W	Convocation
OCTOBER		
14	T	Fall Accelerated Term 1 Ends
17	F	Mid-Session Holiday (traditional undergraduates)
20	M	Fall Accelerated Term 2 Begins
NOVEMBER		
27-30	Th-Su	Campus Holiday: Thanksgiving Break <i>(classes meet M-W except Term 2 classes, which do not meet this week)</i>
DECEMBER		
5	F	Last Day of Fall Semester Classes
8	M	Study Day
9-13	T-Sa	Final Examinations for Fall Semester
13	Sa	Fall Accelerated Term 2 Ends
14-1/11		Student Holiday: Winter Break
TBD		Campus Holiday: Christmas Break
JANUARY		
12	M	Spring Semester Begins Spring Accelerated Term 3 Begins
19	M	Campus Holiday: Dr. Martin Luther King, Jr. Day
FEBRUARY		
16	M	Campus Holiday: Presidents' Day
MARCH		
2	M	Spring Accelerated Term 3 Ends
9-15	M-Su	Student Holiday: Spring Break
16	M	Spring Accelerated Term 4 Begins
APRIL		
3-5	F-Su	Campus Holiday: Good Friday and Easter <i>(classes meet M-Th except Term 4 classes, which do not meet this week)</i>
MAY		
4	M	Spring Semester Classes End
5	T	Study Day
6-12	W-T	Final Examinations for Spring Semester (W, Th, F, M, T)
9	Sa	Spring Accelerated Term 4 Ends
10	Su	Founders' Day
16	Sa	Commencement Ceremonies
18	M	Summer Session Begins Summer Accelerated Term 5 Begins
25	M	Campus Holiday: Memorial Day
JULY		
3	F	Campus Holiday: Independence Day
4	Sa	Summer Accelerated Term 5 Ends
6	M	Summer Accelerated Term 6 Begins
AUGUST		
22	Sa	Summer Session Ends Summer Accelerated Term 6 Ends

2015-2016 ACADEMIC CALENDAR

AUGUST		
26	W	Fall Semester Begins Fall Accelerated Term 1 Begins
SEPTEMBER		
7	M	Campus Holiday: Labor Day
16	W	Convocation
OCTOBER		
13	T	Fall Accelerated Term 1 Ends
16	F	Mid-Session Holiday (traditional undergraduates)
19	M	Fall Accelerated Term 2 Begins
NOVEMBER		
26-29	Th-Su	Campus Holiday: Thanksgiving Break <i>(classes meet M-W except Term 2 classes, which do not meet this week)</i>
DECEMBER		
4	F	Last Day of Fall Semester Classes
7	M	Study Day
8-12	T-Sa	Final Examinations for Fall Semester
12	Sa	Fall Accelerated Term 2 Ends
13-1/10		Student Holiday: Winter Break
TBD		Campus Holiday: Christmas Break
JANUARY		
11	M	Spring Semester Begins Spring Accelerated Term 3 Begins
18	M	Campus Holiday: Dr. Martin Luther King, Jr. Day
FEBRUARY		
15	M	Campus Holiday: Presidents' Day
29	M	Spring Accelerated Term 3 Ends
MARCH		
7-13	M-Su	Student Holiday: Spring Break
14	M	Spring Accelerated Term 4 Begins
25-27	F-Su	Campus Holiday: Good Friday and Easter <i>(classes meet M-Th except Term 4 classes, which do not meet this week)</i>
MAY		
2	M	Spring Semester Classes End
3	T	Study Day
4-10	W-T	Final Examinations for Spring Semester (W, Th, F, M, T)
7	Sa	Spring Accelerated Term 4 Ends
10	T	Founders' Day
13	F	Commencement Ceremonies: Graduate
14	Sa	Commencement Ceremonies: Undergraduate
16	M	Summer Session Begins Summer Accelerated Term 5 Begins
30	M	Campus Holiday: Memorial Day
JULY		
2	Sa	Summer Accelerated Term 5 Ends
4	M	Campus Holiday: Independence Day
5	T	Summer Accelerated Term 6 Begins
AUGUST		
20	Sa	Summer Session Ends Summer Accelerated Term 6 Ends



UNDERGRADUATE DIVISION

ADMISSION POLICIES AND PROCEDURES

Holy Names University welcomes applications from all qualified students without regard to race, sex, creed, sexual orientation, color, nationality, age, ethnic origin, or disability. The University administers its admission policies without discrimination, endeavoring to determine that admitted students will benefit from its programs, and that its programs are appropriate for the students.

Committed to exemplary teaching and a rigorous academic program, Holy Names University seeks students who have a strong desire and ability to benefit from a quality education and who achieve their best in an environment that supports and encourages the development of individual potential and achievement, and promotes an understanding of social justice.

Admission as a First-Year Student (Full and Part-Time Degree Seeking)

First-year applicants include:

- Those students who have never attended college previously.
- Those students who have completed fewer than 24 units of college-level coursework.
- High School seniors who took college courses during high school or the summer immediately following high school graduation.

First-year applicants are considered for admission based on

the overall strength of their high school preparation, SAT or ACT scores, extracurricular activities, individual talents and achievements from either a state-accredited high school or the completion of the equivalent of a high school education, and other documentation as requested.

High school preparation should include:

English	4 years
Mathematics	3 years (through intermediate algebra)
Social Science	2 years of Social Science, including 1 year of U.S. history
Laboratory Science	1 year
Foreign Language	2 years (minimum) of the same language, or demonstrated competence in a language other than English
Advanced Course	1 additional course in mathematics, foreign language or laboratory science
College preparatory elective courses	3 years, chosen from at least two of the following areas: history, English, advanced mathematics, laboratory science, advanced foreign language, social science, or visual and performing arts.

Applications are accepted for both Fall and Spring semesters on a rolling basis. Inquire with the Office of Admissions for priority deadlines.

Three-Year Degree Program

Applicants are eligible for admission to the Three-Year Degree Program if they meet the requirements for regular freshman admission AND (1) will have at least 12 units of Advanced Placement Examination or International Baccalaureate credit (usually strong passes in two subjects), (2) are ready to declare a major upon entrance, and (3) have demonstrated through strong academic performance the ability to carry 18 units per semester.

Application Procedures

Students applying for admission should submit the following:

1. The completed application for Undergraduate Admission and non-refundable application fee. (Students who think they might be eligible for an application fee waiver should speak with their HNU enrollment counselor.)
2. An official high school transcript showing at least six semesters. A final, official high school transcript is required to verify that remaining credits were completed at a satisfactory level prior to enrollment at the university. The final transcript must include the date of graduation and class rank (if available). The final transcript must be received before a student begins classes.
3. Official SAT I or ACT test scores. (Students who have been out of high school for three consecutive years are not required to submit test scores.)

Home Educated Alternative Requirement

In lieu of an official high school transcript, home educated students must submit transcript documentation from the primary instructor demonstrating completion of the basic credit hours for high school. The transcript should not only demonstrate academic completion, but should also include a short, written evaluation from the primary instructor. Holy Names University reserves the right to request additional portfolio or performance-based assessments, if necessary, to document competency for admission.

**Admission as a Transfer Student
(Full and Part-Time Degree Seeking)**

Transfer applicants include full or part-time degree-seeking students who have completed 24 transferable college units since high school graduation or its equivalency. Students 24 years of age and over, please also see Admission as an Adult Learner.

Holy Names University welcomes students of all ages who have had prior collegiate study at regionally accredited institution(s) of higher education and are eager to complete a Baccalaureate degree in a traditional format. To be considered for admission, the student must be in good standing at the last institution attended and must have a minimum 2.2 grade point average in accredited college-level college work attempted. The Registrar's Office compiles official equivalencies for any courses not taken at HNU. All final evaluations of transcripts are completed by the Registrar's Office. Any course identified as remedial is not transferable. Any course identified as a workshop, seminar, practicum, field experience, work experience, continuing edu-

cation or weekend type coursework will be carefully evaluated by the Registrar to determine transferability. In rare instances, courses from non-accredited institutions may be accepted by the Vice President for Academic Affairs, in consultation with appropriate Department Chairs.

Application Procedures

Transfer students are considered for admission at all class levels in both Fall and Spring semesters. Applications are accepted on a rolling basis for both semesters. Students applying for financial aid should submit their application for admission as early as possible.

Students applying for admission should submit the following:

1. The completed application for Undergraduate Admission and non-refundable application fee. (Students who think they might be eligible for an application fee waiver should speak with their HNU enrollment counselor.)
2. Official, final transcripts from all colleges and universities attended. All final, official college or university transcript(s) are required to verify that credits were completed at a satisfactory level. All final, official transcript(s) from all colleges or universities attended must be received before a student begins classes.

Admission as an International Student

Holy Names University accepts international students on a regular basis. This is done to provide a genuine, cross-cultural educational experience for both international and domestic students. Holy Names University's goal is to provide opportunities to intelligent and outgoing students who desire an educational experience in the United States. While deserving respect for their own cultural backgrounds, international students must also be willing to participate in national and local cultures of the United States. The international student will be treated as an equal to all other students with regard to academic and social policies. HNU is authorized by law to enroll non-immigrant students. An international student will be considered for admission to the university when his/her file is complete with the following credentials by July 15 for the Fall semester or December 1 for the Spring semester.

Application Procedures

International student applicants are considered for admission on the same basis as domestic first-year or transfer students. Please refer to the previous sections on first-year or transfer admission. Official secondary and/or tertiary school transcripts in the native language and an English translation must be submitted, along with a transcript evaluation fee. Applicants will need to request two copies of official transcripts from each school they have attended. Once copy must be mailed in a sealed envelope directly to Holy Names University Office of Admissions. The second copy must be mailed in a sealed envelope to the transcript evaluation provider.

Transcripts are evaluated through World Education Services (WES), a professional evaluation service. All transcripts of schools attended are to be mailed in a sealed envelope from

each granting institution to WES who will verify that the transcripts are official and received appropriately.

The student must visit WES to create an account and sign up for WES ICAP, Document by Document Evaluation for \$135. After all required documents and payment have been submitted, HNU will receive the completed evaluation within 7 days.

English Proficiency

International applicants whose first language is English or whose secondary or collegiate instruction was in English can submit official SAT I or ACT scores for admission consideration in lieu of a TOEFL score.

International applicants whose first language is not English may submit evidence of English proficiency in one of the following ways:

- Test of English as a Foreign Language (TOEFL) with a score of 163 (computer-based) or 490 (paper-based) or 57 (internet-based). TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.
- Michigan Test with a score of 80 or higher.
- ELS Language Centers (ELS) Proficiency Report certifying completion of Level 107 or higher.
- Completion through advanced intermediate level at any other accredited language program, to be assessed on a case-by-case basis.
- One semester of freshman composition with grade B or higher at an accredited U.S. college or university.
- Other English Language exams deemed valid by the Faculty Admissions Committee. See www.hnu.edu for additional information.

Additional work in Holy Names University ESL may be required before a full academic program may be attempted. These courses earn unit credit and count toward the Bachelor's degree. These courses are listed in the undergraduate section of this catalog under English as a Second Language.

Financial Certification for International Students

Before the I-20 is issued, all admitted international students are required to submit a current certified bank statement showing sufficient funds to cover estimated expenses for their program. If a bank statement is in the name of someone other than the applicant, a letter demonstrating support from the sponsor is also required. Students from countries with currency restrictions must also submit a letter from their Central Bank indicating that the cost of one year's expenses will be released.

Admission as an Adult Learner (Full and Part-Time Degree Seeking)

Holy Names University welcomes adult students in the Adult Baccalaureate Degree program. Flexible formats are designed specifically for adults who are motivated to complete a university degree while continuing to meet work and/or family obligations.

Students are admitted to the program in all terms at transfer levels. Candidates must meet the following minimum requirements:

1. Have reached the age of 24 by the start of the term for which they are applying.
2. Have a minimum cumulative grade-point average of 2.2 in at least 30 units of transferable work.
3. Have at least three years of work experience.

Students who have completed some college level coursework but have not met the 30 unit minimum may be eligible for provisional admission to the program.

For adult students, recent achievements and the motivation to learn are frequently more reliable indicators of success in a degree program than are the records of high school or college classes taken a number of years previously. Students 24 years of age and older, or those who have been absent from academic studies for six or more years, who do not meet some of the general admission requirements, may be accepted on the basis of other considerations: the personal essay or résumé, letter of recommendation (preferably from an employer or supervisor), and evidence of aptitude for college study.

Application Procedures

To apply, students should submit the following at least one calendar month before a term begins:

1. A completed application, the required personal statement, and the non-refundable \$50 application fee.
2. Official transcripts from all colleges and universities attended. All final, official transcript(s) are required to verify that remaining credits were completed at a satisfactory level. All final, official transcript(s) from all colleges or universities attended must be received before a student attends classes.
3. A final, official high school transcript, if fewer than 30 transferable units. The final transcript must include the date of graduation and class rank and must be received before a student begins classes.
4. One recommendation from an instructor, employer, or mentor.

Admission to the Bachelor of Science in Nursing Programs

Also see Nursing Division on page 118.

Holy Names University offers two paths to the Bachelor of Science in Nursing (B.S.N.) degree.

Admission to the R.N. to Bachelor of Science in Nursing Program *Also see Nursing Division on page 118.*

Holy Names University offers a program in nursing designed to allow the practicing R.N. to pursue a Bachelor's degree in Nursing while working.

To be considered for admission, candidates must meet the following minimum requirements:

1. Eligibility for admission to Holy Names University as a transfer student.
2. Completion of an Associate Degree in Nursing or a hospital school of nursing diploma program. The latter must be veri-

fied by passage of the NLN exam.

3. Currently licensed as a Registered Nurse in California or eligibility for NCLEX.
4. Prior completion of the following lower-division prerequisite courses:

Anatomy and Physiology	Psychology
Microbiology	English 1A (freshman composition)
Sociology or Anthropology	

Application Procedures

To apply to the Bachelor of Science in Nursing program, students should submit the following:

1. A completed Bachelor of Science in Nursing application and the non-refundable \$50 application fee.
2. Official transcripts from all nursing schools, colleges and universities attended. All final, official transcript(s) are required to verify that remaining credits were completed at a satisfactory level. All final, official transcript(s) from all colleges or universities attended must be received before a student begins classes.
3. Copy of Registered Nursing license.

Admission to the LVN to Bachelor of Science in Nursing Program (Also see Nursing Division on page 118.)

Holy Names University offers a program in nursing designed to allow the practicing Licensed Vocational Nurse to pursue a Bachelor's degree in Nursing while working.

To be considered for admission, candidates must meet the following minimum requirements:

1. Eligibility for admission to Holy Names University as a transfer student.
2. Currently licensed as a Licensed Vocational Nurse in California.
3. Additional eligibility requirements as listed at www.hnu.edu.

Application Procedures

To apply to the Bachelor of Science in Nursing program, students should submit the following:

1. A completed Bachelor of Science in Nursing application and the non-refundable \$50 application fee.
2. Official transcripts from all nursing schools, colleges and universities attended. All final, official transcripts are required to verify that remaining credits were completed in a satisfactory level. All final, official transcripts from all colleges or universities attended must be received before a student begins classes.
3. Copy of LVN license.
4. Copy of high school transcripts if less than 30 units of transferrable work has been completed. The final transcript must include the date of graduation and class rank and must be received before a student begins classes.

Admissions Application Materials

Be aware that all documentation submitted to Holy Names

University as part of your application for admission becomes the property of Holy Names University and will not be returned at any point. All documents will be held as part of the applicant record in accordance with HNU academic policy. Students who do not enroll within two years of the date of their original application will be required to resubmit all required official documentation as part of their re-application for admission. Students who enroll and then leave HNU for a period of five years or longer will be required to resubmit all required official documentation and reapply for admission.

Notification of Admission to the University

When all required official credentials are received, the student will be officially notified of the admission decision. All students accepted into the university through the Office of Admissions must submit an enrollment deposit. In addition, the enrollment deposit is required in order to make application for space in the residence halls. The enrollment deposit is refundable upon written request by May 1 for the Fall or December 1 for the Spring semester.

Special Admission Programs

Second Bachelor's Degree

A student who has earned a Bachelor's degree at any accredited college or university subsequently may pursue a second Bachelor's degree at Holy Names University provided: a) the student has been admitted to the University, b) the second degree is in a discipline substantially different from the first and c) the student has at least a 2.5 cumulative GPA.

To earn a second Bachelor's degree, the student must:

1. Complete at least 36 units in residence beyond the studies for the first degree.
2. Satisfy all general education graduation requirements in effect at the time of residence.
3. Satisfy all requirements for the major.

Please refer to the Admission as a Transfer Student section for specific admission requirements.

Special-Status Undergraduate Students

The University permits qualified undergraduate students who have not formally matriculated into the University to enroll in classes as special-status students. Permit forms for this study may be obtained in the Student Resource Center. The Registrar's Office must approve the enrollment. Permission to enroll as a special-status student does not guarantee acceptance into the University. Undergraduate special-status students must apply for admission before accumulating more than 12 units of credit from Holy Names University. Special-status students receiving a D or F or a cumulative grade point average below 2.0 may be academically disqualified from taking other courses at Holy Names University. Students who have earned a Bachelor's degree should refer to the section of the catalog regarding Special Post-Baccalaureate Status enrollment.

ACADEMIC POLICIES AND PROCEDURES FOR UNDERGRADUATE STUDENTS

Academic Planning and Registration

While individual programs vary, all students can expect their experience to conform to the following pattern during their time at Holy Names University.

Mathematics Assessment

The ALEKS® Mathematics Placement Assessment (www.aleks.com) is taken by all incoming traditional and adult undergraduate students. Students are assessed in topics ranging from arithmetic through precalculus and assessment results are used for placement into mathematics courses. After assessment, an optional ALEKS® Prep and Learning Module is available for students who wish to self-remediate. Students who utilize this option may elect to complete a second assessment in order to improve their mathematics placement. For more information, please visit the HNU Math Placement Assessment page on the HNU website (<http://www.hnu.edu/academics/mathematics-placement.html>).

Language Assessment for International Students

Students whose proficiency is not sufficient to enroll directly in college-level English courses will enroll in appropriate English as a Second Language classes.

Lower-Division Work

(Freshman and Sophomore Years)

During the freshman year, the student will complete the Foundation in **Critical Thinking and Communication** requirements and begin to fulfill the **Disciplinary and Interdisciplinary** requirements. These general education requirements provide exposure to a range of disciplines prior to specialization in a major. It is recommended that most general education requirements be completed during the first two years of study.

A student who is unsure about his or her choice of major may explore several fields of study during the first two years. However, students should be aware that many majors, especially in the biological sciences, business, and music, require substantial lower-division work that should be completed during the first two years.

Upper-Division Work

(Junior and Senior Years)

During the junior and senior years, students concentrate on upper-division requirements for the major and complete the writing and remaining general education requirements. The senior year includes a capstone seminar (ISAC 195W) which integrates the studies in the major with the student's general education program.

Academic Advising

The Advising and Learning Resource Center assigns an academic advisor to each undergraduate student. Advisors work with students to help them develop individual academic plans that meet academic goals and fulfill graduation requirements

for both general education and specific majors and minors. Academic advisors are readily available to assist students in meeting their academic responsibilities; however, they also expect students to be proactive their academic planning. To this end, students are encouraged to get to know their academic advisors and to become familiar with requirements for their intended degree. Together the advisor and student work to design a balanced academic program.

Incoming freshmen and transfer students who are undecided about their major will work with staff in the Advising Center who can assist them with their campus and academic transitional needs and assist them in exploring possible majors. Students who have declared a major are assigned an advisor in their discipline who may be either a faculty member or a professional academic advisor in the Advising Center. Students pursuing a related fields, self-designed, or double major are assigned an advisor for each discipline. In all cases students have ongoing access to faculty in the major for mentoring and discipline specific guidance including graduate school and career options.

Academic Planning

Students are responsible for maintaining ongoing contact with their advisors and for ensuring that they have been advised each semester in order to be cleared to register for the following term. Early planning and regular communication with an advisor will facilitate proper sequencing of courses, and will assist students in completing their degree program in a timely manner. Students who wish to drop courses or make other adjustments to their course load should be certain to consult with their advisor and any other relevant departments (such as International Student Services, Financial Aid or Athletics) as such changes may affect eligibility or impact their timeframe for degree completion.

In addition to helping students complete their major course of study, academic advisors also counsel students on academic success and assist students in finding additional academic and non-academic resources both on and off campus to enhance their educational experience and personal growth.

Adult Baccalaureate Degree Program (ABD)

Since 1981, Holy Names University has offered classes to adult learners on the weekends. In 1998, Holy Names University added weeknight accelerated degree programs. Weekend and evening classes are particularly suited to those students who want to complete a college degree but who find weekday classes inconvenient or incompatible with career or family responsibilities.

Weekend and evening classes are intense learning experiences. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, students can expect to spend 6-8 hours per week studying.

Courses in the Adult Baccalaureate Degree Program are offered either in **semester** (15 weeks) or **term** (7 weeks of accelerated study) format. There are two semesters and six terms per year. Courses in the traditional semester mode are also open to the adult program students. Classes meet for three hour blocks of time, typically weekday evenings 6:30–9:30 pm, Friday evenings 7:00–10:00 pm, Saturday mornings 9:00 am–noon, and Saturday afternoons 1:00–4:00 pm. Some meet weekly and others meet biweekly.

Students should access Blackboard to review the syllabi for their courses and do any pre-assignments in advance of the first class meeting. Syllabi for classes are available to registered students electronically at <http://blackboard.hnu.edu> approximately two weeks before the beginning of the class.

An orientation program designed to familiarize new students with Holy Names University is held prior to the beginning of each semester. The orientation program includes information on academic advising, registration, and student support services.

Academic advising is an integral part of the university experience. New students meet with academic advisors to plan a course of study and select classes for the first term. In subsequent terms, the student is responsible for contacting his/her academic advisor regarding the courses to be taken. An ABD or BSN student may take classes in the traditional undergraduate program. However, if 50% or more of the units in any semester are taken in the traditional program, the adult student will be charged the traditional student tuition rate for all units in that term.

Attendance at all class sessions is extremely important for successful achievement of the learning goals of a course. If an emergency necessitates missing a class session, students are responsible for contacting instructors as soon as possible to negotiate make-up assignments. A student who misses more than one class in the term or semester may receive a grade of F.

Sources of Important Information

It is the student's responsibility to be well-acquainted with the materials in this Catalog, the Schedule of Classes, and the HNU website, as well as official communications from the University. It is also each student's responsibility to access Blackboard, Hawk's Edge online system, and HNU email account regularly.

Registration

Students are required to register prior to the beginning of each term. The registration process includes meeting with an academic advisor to select courses, registering for classes online through Hawk's Edge, and arranging a payment plan. Specific instructions concerning course offerings, class hours, fees, and registration procedures are with the online Schedule of Classes. All new students receive instructions concerning registration after their admission forms are completely processed. In general, new students register in person at the beginning of their first term. Continuing students complete their registration online according to the procedures on the HNU website. In addition

to registering online, the student must also have paid all University bills due or have made satisfactory provisions for paying them in order to be registered.

While the University seeks to accommodate academic program needs of all students, there are times when priority registration may be given to graduating seniors who have adhered to registration guidelines.

Schedule Adjustments

Attending a class, failing to attend a class, or informing an instructor of the intent to drop or add a class does not constitute an official change of registration. All changes in registration must be done online via Hawks Edge or in writing via a Schedule Change Form through the Student Resource Center. Failure to officially drop or withdraw from a class will result in a grade of "F" in the course. Graduate students are required to observe the same procedures for changing courses as undergraduate students.

Add and Drop

Schedule adjustments can be made prior to the beginning of a term and during the add/drop period by making changes online via Hawks Edge or by filing a Schedule Change Form in the Student Resource Center by the published deadlines. Courses dropped by the drop deadline do not appear on a student's transcript.

Withdrawal from a Class

Enrollment in a class can be discontinued after the drop deadline by filing a Schedule Change Form in the Student Resource Center by the published withdrawal deadline. Courses from which a student withdraws appear on the transcript with the neutral grade notation of W.

Deadline Appeals Committee

Requests for exceptions to registration deadlines can be sent in writing to the Deadline Appeals Committee, care of the Registrar. This step must be taken no later than the end of the academic term following the term in which the problem arose. Decisions of this committee may be re-considered by the Vice President for Academic Affairs in academic matters, or the Vice President for Finance and Administration in financial matters.

Catalog Requirements Under which a Student Graduates

An undergraduate student remaining in attendance in regular sessions at Holy Names University will meet the complete set of requirements in effect at Holy Names University at the time of entrance. If graduation requirements change during a student's attendance, the student may elect to meet the complete set of requirements in effect at the time of entrance or the complete set of new requirements. The Registrar may authorize or require substitutions for discontinued courses. A student declaring or changing his or her major or minor field of study is required to complete the major or minor requirements in effect at the time of the declaration or change. If attendance is maintained, changing one's major or minor will not change catalog rights for General Education or other graduation requirements beyond the major or minor. A break in attendance

for two or more years will make the student subject to the General Education and major requirements in effect at the time of re-enrollment.

Continuous attendance means taking a minimum of six (6) units per year. Absence due to an approved leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Leave of Absence/Withdrawal

A student who wishes to withdraw from the University with the option of returning at a specified time in the future, may apply for a Leave of Absence. A student who wishes to withdraw from the University indefinitely may apply for a Withdrawal. The necessary forms are obtained from and filed with the Student Resource Center. Either form requires the signatures of several of the officers of the University, to indicate that a student is in good standing, both academically and financially. Students who leave in good standing are welcome to resume studies at any time within specific time limits. In the case of undergraduate students, study must resume within 2 years of the most recent enrollment (see below). Any student who discontinues coursework without filing an official withdrawal receives a failure in all courses not completed. Undergraduate students who are academically disqualified and wish to reenroll, must apply for reinstatement. These students do not qualify for a Leave of Absence and/or Withdrawal.

Academic Re-enrollment

Undergraduate students who leave the University may return without filing a formal application for readmission if they meet all of the following conditions:

- The student left the University in good academic standing.
- The student has cleared all University financial obligations.
- The student is returning to the University within two years from their last term of attendance.

Students re-enrolling who have attended another university or college are required to submit transcripts of coursework completed at the other institutions. Undergraduate students who return to the University after an absence of two years or more need to complete a Readmission Form in the Success and Retention Office in Brennan Hall. They are expected to meet the graduation requirements for both General Education and in their major in effect at the time of their readmission. Students who return after an absence of 5 years or more must apply anew to the University through the Admissions Office.

Credit

Credit in Residence

Credits are given in semester hours. The unit value of each course is noted in the description of the course.

Credit by Examination

Undergraduate students may claim credit by examination for a university course. This must be done before the start of the

student's last term at the University. A maximum of six units may be earned by examination when administered by the University faculty. A form for Credit by Examination may be obtained from the Student Resource Center. Payment for the examination must be made in the Student Resource Center prior to taking the examination. With the approval of their advisors, students may petition for additional units of credit by examination. The petition should be filed in the Academic Affairs Office. After review, the student will be notified whether additional units by examination are acceptable.

Credit in appropriate subjects may also be given to students for having passed State Board Examinations or nationally scored examinations based on courses of a pre-professional nature.

Credit for Graduate Courses Taken at Holy Names University

An undergraduate student can take up to 6 units of graduate coursework at Holy Names University and apply these credits toward a Bachelor's degree. If an undergraduate student wants to take a graduate course, the student's advisor and the graduate Program Director must approve this decision. If the student matriculates into the appropriate graduate program, up to 6 units of graduate credit taken as an undergraduate at Holy Names University may be counted toward the graduate degree with the approval of the Program Director. The student must understand that taking a graduate course does not mean the student is accepted automatically into a graduate program.

**Due to the regulations of the Board of Behavioral Sciences, some graduate units taken by undergraduate students may not count toward the MA in Counseling Psychology.*

Credit for Individual Instruction

Baccalaureate students may register in increments of one to three units for individualized instruction, that is, in courses for which credit is granted on the basis of the amount of work accomplished. Examples of such courses include internships (196), field work (196), research (198), and independent study (199). The student must complete the number of units contracted within the designated term or within an agreed upon time up to one year if a Deferred Grading Petition is filed. Individualized instruction needs the approval of the instructor, the Chairperson and the Registrar. Ordinarily, students may apply no more than six units each of 196, 198, and 199 courses toward the Bachelor's degree.

Credits Through Cross-Registration

Full-time undergraduate students who have accumulated credits beyond the freshman year are given the opportunity to take one class per term on another campus. This consortium is subject to the limitations agreed upon between the cooperating institutions. In the agreements arranged between HNU and several local institutions, students may take, on a space available basis, a course not available to them on the home campus. Tuition is paid to HNU at the applicable HNU student rate. Rules of the host campus apply to the academic work, and cross-registration students are responsible for obtaining information about the policies and academic deadlines of the host institution. Currently,

HNU has agreements with the Berkeley City College; California College of the Arts; California State University, East Bay; College of Alameda; Laney College; Merritt College; Mills College; St. Mary's College of California; and the University of California, Berkeley. Forms to initiate such study are available in the Student Resource Center.

Through this agreement, students may join the Army or Air Force ROTC Program at U.C. Berkeley. The student takes one class per term at the University and consults the ROTC Recruitment Office about various programs of study.

Graduate students have the opportunity to cross-register at the GTU in Berkeley. The same guidelines listed above apply.

Credit for Portfolio-Evaluated Experiential Learning (PEEL)

Recognizing that learning is a lifelong process that can be acquired outside of standard institutional processes, HNU will grant undergraduate credit for work that relates to a student's overall academic program and is demonstrable at a level appropriate for college credit. The work must also be appropriate to the mission and goals of Holy Names University. The learning that can support academic credit may be based on such experiences as training acquired in professional or volunteer work; attendance at professional workshops or conferences; independent reading, travel, and scholarship; public performance or exhibition of creative work; and competencies acquired in pursuit of license or certification, among others.

The following sections on Student Eligibility and Fee Structure define the policies that govern HNU's Portfolio-Evaluated Experiential Learning program. The Guidelines for Portfolio-Evaluated Experiential Learning that detail the procedures for implementing the policy are available on-line.

Student Eligibility

1. Students may apply for a maximum of thirty units in experiential learning.
2. Students may petition for credits from experiential learning if they:
 - transfer in with a grade point average of 2.8 or higher, or
 - have completed 12 units at HNU with a grade point average of 2.8 or higher, or
 - receive permission from the Office of Academic Affairs.
3. Petitions must be submitted at least one full term before expected graduation. Credit will be posted to the student's transcript after completion of academic residency requirement (24 units).

Fee Structure

Fees are paid on an individual course-by-course basis. The initial application/counseling fee will be \$125 and an evaluation fee for each course will be \$325. Fees are charged for services performed, not for credit granted, and must be paid in advance of work being evaluated or credit being posted.

Advanced Placement

The University grants elective or General Education credit

for college-level courses taken by high school students in the Advanced Placement Program, administered by the College Board. Lower-division credit is given for most courses passed with a test score of 3 or higher. Most examinations are designed to validate study considered to represent a full academic year of college study of the subject, or 6 semester units. Students may receive credit for up to 30 units of AP work. Please inquire in the Registration Office for specific credit guidelines.

International Baccalaureate

The University recognizes the International Baccalaureate program and its examinations. Students who have been awarded the I.B. Diploma may be granted up to 38 semester units. Students who have earned an I.B. Certificate will be awarded 6 semester units for each higher examination passed with a score of 5 or higher.

Courses From Other Institutions

In general, Holy Names University accepts transfer courses from regionally accredited institutions or international institutions recognized by the Ministry of Education in the appropriate country, provided that these courses are intended to meet degree requirements at the sending institution, are not remedial, and are passed with grades of C- or higher. California community college courses are typically transferred according to California State University guidelines. Credit for P.E. activity courses is limited to 6 semester units. The maximum number of units that may be transferred to Holy Names University is 90 semester units, of which no more than 70 semester units may come from community college. As of Spring 2015, the maximum number of Physical Education units that may be transferred to Holy Names University is 2 semester units.

In cases where a student presents transfer work from domestic institutions lacking regional accreditation or international institutions lacking recognition by the appropriate Ministry of Education, the University requires the student to present convincing documentation about the quality, comparability, and applicability of the course(s) in question. This documentation may include such items as course syllabi, credentials of the faculty member, and a portfolio of work completed for the course. In the case of online or correspondence courses, the student must present evidence that the student who completes and receives credit for the course is the same one who registered and that the integrity of course examinations is protected. In evaluating the quality and comparability of a course applicable to a Holy Names degree, student outcomes for the course, evidence of comparable rigor, and the nature of the course experiences will be considered. The faculty in each major area decide which transfer courses may be used to satisfy requirements in the major.

College Level Examination Program (CLEP)

This program, administered by the College Board, is designed to evaluate undergraduate college-level education not obtained through traditional means. The general tests assess comprehensive achievements in specific courses at the undergraduate level. The University grants six unspecified semester units for

each general test for which the student has earned a score of 50 (50th percentile) or above. Three semester units for special subject tests for which a score of 50 (50th percentile) or above has been earned can be attributed to lower-division coursework in the major, subject to departmental approval. The units earned are for credit, not for a letter grade. Students may receive credit for up to 30 units for CLEP examinations.

Credit for Extension Classes

A maximum of six approved extension semester units may be counted toward the Bachelor's degree. Courses in the major must have the approval of the student's faculty advisor. To be an approved extension course, the course must have sufficient hours of instruction, outside assignments, and methods of evaluation that are comparable to those of regular classes, and an instructor as professionally qualified as one for regular classes. Any such units must be in courses which would be acceptable in Holy Names' degrees and must come from accredited institutions that would accept the units toward their own degrees.

Credit for Cooperative Education

The University accepts undergraduate credit for cooperative education earned at an accredited institution with an organized academic program in experiential learning. Validity of the study is recognized provided that: 1) it was planned with faculty guidance and definitely related to academic coursework, and 2) it was directed by a qualified supervisor and evaluated both by the supervisor and the responsible faculty member of the credit-granting institution. Acceptance of the transfer credit in cooperative education is limited to 12 semester units.

Credit for Military Training and USAFI

Holy Names grants credit for military training in accordance with the recommendations of the American Council on Education in the Guide to the Evaluation of Educational Experience in the Armed Forces. In order to receive such credit the student must present evidence by written certification from a recognized military authority, such as papers from a military separation center, AARTS transcript, an official copy of a diploma from a service school, or USAFI transcript. Holy Names University is a Servicemembers Opportunity College (SOC). As a SOC member, Holy Names University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. Students may receive credit for up to 30 units of military training.

Credit for Non-collegiate Instruction

Holy Names grants undergraduate degree credit for successful completion of non-collegiate instruction, appropriate to the Baccalaureate, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The courses and number of units allowed are those recommended in the National Guide to Educational Credit for Training Programs. Credit granted for non-collegiate instruction is not generally applied to general education or

requirements for the major and is limited to 12 semester units.

Student Enrollment Status and Unit Load

Students should design their programs with the understanding that one unit of credit represents three hours of academic work weekly for the entire term. For every fifty-minute class period, the faculty expects that, as a norm, students will be engaged in two hours of additional academic work. Thus, for 15 units of credit, the students should anticipate spending a minimum of 45 hours each week of the term on academic work. Students who propose to take more than 18 units per term and go into overload status must obtain special permission from their academic advisors and the Assistant Vice President for Academic Affairs. Students who are combining study and work must exercise particular care to arrange an academic program that is manageable.

Adult learners who are taking courses in the Adult Baccalaureate Degree program and graduate students must carefully combine their other responsibilities with the intense learning experience adapted to weekend and accelerated timeframes. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, adult students can expect to spend 6-8 hours per week studying.

Full-time Undergraduate Status

A full-time undergraduate student is one who is registered for 12 or more units per semester.

International Undergraduate Students

All undergraduate international students (holding F-1 visas) must take a minimum of 12 units each semester in accordance with the full-time study requirements of U.S. Immigration and Customs Enforcement.

Veterans' Enrollment Status

For undergraduates, 12 units are considered full-time, 9-11 are three-quarter time, and 6-8 are half-time. Information concerning the University's procedures for certifying veteran enrollment may be obtained from the Registrar's Office. Processing of veterans' enrollment status takes place only after official registration.

Auditing

Permission to audit a course must be received from the instructor and academic advisor, and the course must be listed in the Schedule of Classes. Laboratory courses, some studio courses, and Independent Study courses may not be audited. Regular attendance is expected. No subsequent academic credit (e.g., by examination) may be based on classes which are audited.

Students who have completed a degree or certificate at Holy Names University have the privilege of attending further courses at the level of their degree or certificate without tuition charge. Arrangements for alumni who wish to sit in on a class are made with the faculty member and registration must be completed through the Student Resource Center. Graduated

alumni do not pay the tuition or audit fees but must pay the Campus Fee, which enables them to utilize campus resources. Subsequent academic credit is not allowed. This tuition-free auditing policy does not apply to courses that are part of another program into which the student has matriculated.

Evaluation

Grades

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. Instructors file course grade reports at the end of each term according to the following standard:

- A** Excellent achievement. The student performs at a superior level and more than satisfies all requirements of the course by being able to treat the course content with unusual skill, often creatively.
- B** Good work, better than satisfactory. The student does more than meet all requirements of the instructor for the course.
- C** Satisfactory work. The student completes all assigned work in an acceptable fashion.
- D** Poor work, barely passing. This grade represents work that is in some manner unsatisfactory.
- F** Unacceptable work
- CR** Credit.
- NC** No credit.
- I** Incomplete. This temporary grade is granted in extenuating or emergency circumstances and is accompanied by a contract for completion of the course requirements within a set timeframe.
- IP** In progress. This temporary grade is granted when work that could be completed in one term extends beyond the end of that term; student must re-enroll for the course in a subsequent term and tuition/fees apply.
- DE** Deferred Grading. This temporary grade is granted for experiential classes that require a set number of hours in placements; it is accompanied by a contract for completion of the course requirements within a set timeframe.
- FN** Failure, Not Graded. This grade is entered when no grade is received from the faculty member and may indicate an unofficial withdrawal or other registration issue.
- P** Pass
- AU** Designates audit. The student does the reading assignments, attends all classes, but does not submit written work or take examinations.

Grades are sometimes modified by plus (+) or minus (-) with the following exceptions: Grades of A+ and D- are not given. Quality of grade points earned for each credit hour (unit) completed are assigned to each mark as follows:

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

Undergraduate students may repeat a course one time in which they earned a D+, D, or F grade. Students in the SMU-HNU undergraduate nursing program, or the LVN to BSN program may repeat one undergraduate class in which they earned a grade of C+ or lower, with approval of their academic advisor and the Program Director. Associated tuition and fees will apply in all cases. Only the grade points and unit credit of the repeated course are computed, and there is no penalty for the first attempt. However the letter grade of the first attempt does remain on the transcript and the student must pay again for the repeated units (financial aid will not be given for second attempts). These regulations regarding repeating courses only apply to courses taken at HNU both times and not to transfer courses from another institution.

When course grades are due, the faculty members are required to report a grade for each student in the class. If a student chooses not to complete on time some course requirement, the instructor will take this failure into account in determining the course grade. The extent to which the course grade is affected is determined by the instructor. Grades can be changed for only two reasons. First, the faculty member and student have agreed that an Incomplete or Deferred grade is appropriate, requiring a signed Incomplete/Deferred Grading contract on file by the deadline and a grade change form when the work has been completed. If the work is not completed by the deadline on the contract, the default grade of F is automatically entered. Second, a grade may be changed as a result of clerical error. Grades may never be changed because additional work has been turned in after the end of a semester or term, unless it is an Incomplete/Deferred Grading contract being fulfilled, or the faculty member has made a clerical error in grade computation.

Credit/No Credit For Undergraduates

So that they may investigate different academic disciplines, undergraduate students may take up to eight courses while in attendance at HNU as Credit/No Credit (no more than one course per term). ENGL 1A, ENGL 1B; ESLG 24A, ESLG 24B, ISAC 195(W), Math A, Math C, and Math R are excluded. Courses required as major preparation and for the student's major itself are excluded from Credit/No Credit grading except for academic internships. A student's level of performance must correspond to a minimum letter grade of C- if a Credit grade is to be assigned. No credits are earned with grades of D+, D, or F. The intention to enroll for CR/NC must be indicated to the Student Resource Center by the Add deadline. Students may change a CR/NC option to a letter grade until the end of the eighth week of the semester, or the third week of the accelerated term, but registration may not be changed from letter grading to CR/NC after the add deadline. No grade points are assigned in a course taken CR/NC. The units for which CR is achieved count toward the total required for graduation but do not affect the grade point average. No grade option can be changed after the term ends.

Incomplete for Undergraduates

A grade of I, Incomplete, indicates that some portion of the work for which the student has registered is incomplete as the

result of an emergency situation beyond the student's control. Undergraduate students who have completed 80% or more of a course with a passing grade, but are unable to complete all the coursework on time, may petition for an Incomplete. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is Study Day for traditional undergraduate students and the final day of the term for ABD students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of an Incomplete is the end of the following term. A delayed final examination must be taken within three weeks after the beginning of the succeeding academic session. However, if the final depends on incomplete coursework the instructor may delay the examination until such work has been completed. Students who have accumulated more than two Incompletes as a result of illness or for other reasons will be asked to complete these courses before resuming regular study programs. Students who do not file a petition for an Incomplete prior to the deadline or who fail to complete the required work on time and in a satisfactory manner will receive an F for the course. Students failing to clear any incomplete grades with the time allotted may be required to curtail co-curricular and leadership activities.

In Progress for Undergraduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and successfully complete the course by the conclusion of the following term. Enrolling in the course for a third term is possible only in exceptional circumstances, with the permission of the Assistant Vice President for Academic Affairs.

Deferred Grading for Undergraduates

The grade of DE, Deferred Grading, on a record indicates that course requirements extend beyond the end of one term. This grade applies exclusively to experiential courses which require certain number of hours spent in experiential settings, such as Internships. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is Study Day for traditional undergraduate students and the final day of the term for ABD students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of a Deferred Grading class is one year. Students who do not file a petition for Deferred Grading by the deadline or who fail to fulfill the contract by completing the required work on time and in a satisfactory manner will receive an F for the course.

Pass/Fail Grades

Pass/Fail grading is used in selected Science labs and practicum courses within the Bachelor of Science and Master of Science in Nursing Programs.

Degree Completion and Honors

All candidates for Bachelor's or Master's degrees, certificates and credentials must complete a Candidate for a Degree form (available in the Student Resource Center) and pay a graduation fee well in advance of their intended date of graduation. The deadlines for filing the Candidate for a Degree form are listed in the Academic Calendar. (June 30 for December candidate; December 1 for May or August candidates.) The purpose of this notification is to provide time to verify with the advisor and the Registrar that all requirements have been met. Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.

Graduation

Degrees are officially recognized via postings on student transcripts in May, August, and December when students complete their entire program of studies. Degrees are publicly conferred only in May.

Diplomas are prepared and ordered after all grades are received, a final check of requirements is done by the Registrar, and the degrees have been recorded on the transcript. Diplomas and final transcripts are available approximately four months after the degrees are posted. Note that all financial obligations must be cleared before diplomas and transcripts can be released.

Ceremonies

This must include the units in which they are enrolled at the time of the graduation ceremony. Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. The following policy related to participation in the commencement ceremony was passed in the Spring of 2014 by the Undergraduate Curriculum and Standards Committee. The schedule listed below allows for the phasing in of zero units to walk in the undergraduate commencement ceremony:

- For the 2014-2015 year, traditional undergraduate students with 6 units outstanding may participate in the 2015 commencement ceremony.
- For the 2014-2015 year, adult degree completion students with 9 units outstanding may participate in the 2015 commencement ceremony.
- For the 2015-2016 year, traditional undergraduate students with 3 units outstanding may participate in the 2016 commencement ceremony.
- For the 2015-2016 year, adult degree completion students with 6 units outstanding may participate in the 2016 commencement ceremony.
- For the 2016-2017 year and beyond, traditional undergraduate students may not participate in commencement unless all degree requirements are completed and/or are enrolled in their last degree requirements in the Spring.

- For the 2016-2017 year and beyond, adult degree completion students may not participate in commencement unless all degree requirements are completed and/or are enrolled in their last degree requirements in the Spring.

Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

Academic Honors

Dean's List

The names of honor undergraduate students for each semester are placed on the Dean's List, and the student's transcript is marked with the appropriate distinction. To achieve mention on the Dean's List, a student must have completed 6 or more HNU units during the semester with a grade point average in the range of 3.50-4.00. Units taken during the academic year at other institutions (with the exception of courses taken by cross-registration while at HNU) will be excluded in the calculation.

To qualify for recognition, the student must have completed 6 units of coursework graded C or better. CR grades are excluded from computations. Grades of D+, D, F, or NC in any subject render the student ineligible for this recognition in the semester during which those grades were received. If at the time honors are calculated, a student has a grade of I, DE or IP for a course, the student may not receive honors recognition. If after the I, DE or IP has been resolved, the student's grade point average meets the Dean's criteria, it is the student's responsibility to bring his/her record to the attention of the Academic Affairs Office so that honors may be recalculated and posted to his/her transcript.

Honor Societies

Membership in honor societies is merited by students who meet the academic standards set by each group:

Alpha Theta Epsilon	English
Mu Phi Epsilon	International Music Honor Fraternity
Pi Delta Phi	National French Honor Society
Pi Gamma Mu	International Social Science Honor Society
Pi Kappa Delta	National Forensic Honor Society
Psi Chi	National Psychology Honor Society
Sigma Beta Delta	National Business Honor Society
Sigma Delta Pi	National Spanish Honor Society
Sigma Theta Tau	International Nursing Honor Society
Theta Alpha Kappa	National Religious Studies/Theology Honor Society

Honors at Graduation

Honors at graduation are conferred upon students who complete work for the Bachelor's degree with high distinction. These honors are recorded on the student's transcript. The student must have completed at least 45 units of credit in graded work on the A-F system taken at HNU. Graduation honors are based on all undergraduate coursework

transferred into HNU and the work taken at HNU. Summa cum laude indicates a cumulative 3.85 grade point average for all college work; magna cum laude, a cumulative grade point average of at least 3.7; and cum laude, a cumulative grade point average of at least 3.5. Students may also receive departmental honors upon the recommendation of the major department.

The Founders' Medal

The Founders' Medal is awarded each year, by vote of the faculty, to a graduating senior who has demonstrated unusually high quality leadership. Leadership is generally defined as the capacity to guide, to direct by example, toward a more humane life. Such capacity might be expressed in a variety of ways—through extracurricular activities, through civic work, through distinctive intellectual excellence, or through quiet evidence of admirable personal qualities—which would lead one to think: "This is an admirable human being whose acquaintance has enriched the lives of those who have been privileged to know him or her."

Kappa Gamma Pi

The University nominates students at the end of their senior year to Kappa Gamma Pi, the National Catholic College Graduate Honor Society. Membership, which is limited to not more than ten percent of the graduating class, is based on scholarship, leadership, and service. Members are selected for recognition of past accomplishments and in anticipation of future service. To be nominated, a student must have these qualifications and have completed at least 60 units at Holy Names University.

Records

On Privacy of Student Educational Records and Annual Notification

The Family Educational Rights and Privacy Act (FERPA) and the California Education Code afford students enrolled in an institution of higher education ("eligible students") and parents of dependent students certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Eligible students or parents should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the eligible student or parent of the time and place where the records may be inspected.

2. The right to request an amendment of the student's education records that the eligible student or parent believes are inaccurate or misleading.

Eligible students or parents may ask Holy Names University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to

amend the record as requested by the eligible student or parent, the University will notify the eligible student or parent of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student or parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to "university officials" with "legitimate educational interests". A "university official" is a person employed by the University as an administrator, supervisor, instructor, or support staff; a person serving on the Board of Trustees; a person or company with whom the University has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a student serving on an official committee, such as a disciplinary or grievance committee; or a student assisting another university official in performing his or her tasks. A university official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility and/or clearly specified duties.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and private information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and personally-identifiable information (PII) without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The University has designated the following student information "directory information", and at their discretion may release this information:

Category 1: name, address, email, telephone number, dates of attendance.

Category 2: major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates).

Category 3: past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

As required by Section 99.37 of the FERPA regulations, this serves as annual public notice of this action. Students have the right to withhold any item in "directory information", but must notify the University of such in writing (completion of university form, Request to Prevent Disclosure of Directory Information, available in the Student Resource Center), during their first term at the University. This hold will remain in effect until and unless changed subsequently by resubmitting a request form to the Student Resource Center.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Grade Reports

Grade reports made available electronically within two weeks of the end of a term. To protect student confidentiality, grades cannot be given out over the telephone.

Transcripts

Official transcripts of a student's academic record are issued for the transfer of credits to other colleges and universities and for the information of certifying agencies and employers. The academic record of any student will be sent at the student's written request to any institution or person designated by the student. To be regarded as official, the transcript must be signed by the Registrar, carry the seal of the University and be sent by the Student Resource Center directly to the recipient. Transcripts are withheld until financial obligations to the University have been met. For their personal use, students may view their transcript and/or degree audit report electronically. They will also receive a complementary transcript of their completed work along with their diploma or certificate.

Transcripts and documents from other institutions are the property of Holy Names University and, as such, are under the control of the Office of the Registrar. Under federal policy, a student has the right to view the documents in his or her file; the University is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to Holy Names University for admission or credit transfer become the property of the Holy Names University and cannot be returned to the student or forwarded to other institutions.

Change of Name and Address

Students are required to report immediately all changes of name, address, personal email, or telephone number to the Student Resource Center. Official documentation (marriage license, divorce documents) must be submitted to the Student Resource Center when changes of name are reported.

Degree and Enrollment Verification

Holy Names University has authorized the National Student Clearinghouse to provide enrollment and degree verifications. Please contact the Student Resource Center for additional information.

ACADEMIC STANDARDS FOR UNDERGRADUATE STUDENTS

Academic Honesty

The University considers honesty vital to its academic life. Therefore, it requires that students learn and abide by the standards of honesty expected in an academic community.

In general, academic honesty requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor.

Penalties and Reporting Procedures

Because they undermine the whole nature of academic life, all forms of cheating, plagiarism, and misrepresenting academic records are considered serious offenses in the academic community. In the event of violations, penalties will be imposed based on the degree of the offense. The individual instructor has the right and responsibility to make the course grade reflect a student's academic dishonesty. At the instructor's discretion, the student may receive a reduced or failing grade for a single piece of work or for the entire course in which there was academic dishonesty.

In cases of suspected academic dishonesty, the instructor initiates a 'Confidential Suspected Violation of Academic Honesty Report', making every effort to reach student by phone, email, and other modes of communication in order to discuss the circumstances. After 15 working days, the instructor completes the report—with or without an accompanying discussion with the student—sending a copy to the student and the original to the Academic Affairs Office, together with supporting documentation. These documents remain confidentially in the Academic Affairs Office, unless a copy to the student's permanent academic file is indicated by the instructor.

The Associate Dean of Academic Affairs shall endeavor to determine the extent of possible academic misconduct. If evidence of prior academic dishonesty is on record with the Academic Affairs Office, the student may be subject to suspension or dismissal from the University. All penalties may be appealed by the student according to the procedures outlined below. In

all cases the confidentiality of the students and or the faculty members shall be upheld.

Student Appeal Process

See "Academic Appeals Concerning a Grade or Requirement in a Particular Course" on page 24.

Specific Violation of Academic Honesty

Specific violations of academic honesty includes plagiarism, computer-assisted plagiarism, misrepresentation of sources, distortion of information, use of written work prepared by others, and multiple submission of papers without the permission of instructors.

To give students practical guidance in adhering to these requirements, below are noted the following specific violations of academic honesty and the ways in which they can be avoided:

Plagiarism

Plagiarism (which comes from the Latin word, *plagiare*, to kidnap) is using the distinctive words or ideas of another as if they were your own. This includes all categories of expression: literary, artistic, scientific, mechanical, etc. All forms of plagiarism are violations of academic honesty.

In scholarship, another person's distinctive words and/or ideas are regarded as his/her intellectual "property". Respect for this "property" is as essential as respect for any property, and this respect is ensured when a student properly acknowledges the contributions of others to his/her work.

Awareness of debt to another person's work is essential in avoiding plagiarism, but it is not enough. Students must also be careful scholars. Therefore, to avoid plagiarism, students should:

1. Take accurate notes when reading. Quote accurately and paraphrase correctly. Carefully write down the author, book or periodical title, and page numbers of quotes and paraphrases.
2. When using quotes or paraphrases in a paper, acknowledge specific sources by internal references or footnotes.
3. Carefully cite author, title, publication data, and page numbers (where appropriate) of all sources consulted.

In all subjects, some facts and ideas are considered general knowledge and need not be cited. Instructors can answer questions about whether or not information falls into this category. Remember: when doubt exists, cite the source. Note: Careful scholarship applies to oral as well as written reports. In giving an oral report, students should also be aware of debts to sources. They should write down references in notes, acknowledge these references where appropriate throughout the report, and cite all sources upon request at the end of the presentation.

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

- If a student copies a computer file that contains another student's assignment and submits it as his/her own work.
- If a student copies a computer file that contains another student's assignment and uses it as a model for his/her own assignment.
- If students work together on an assignment, sharing the computer files or programs involved, and then submit individual copies of the assignment as their own individual work.
- If a student knowingly allows another student to copy or use one of his/her computer files and then to submit that file, or a modification thereof, as his/her individual work.

(Adapted from Policy for Responsible Computing, CSU, Monterey Bay University)

Misrepresentation of Sources and Distortion of Information

All misrepresentations of sources and distortion of facts and/or ideas constitute a violation of academic honesty. This includes:

- All misleading or inaccurate references to authors, titles, publishing data, or page numbers in footnotes, internal references, and bibliographies; and
- Any alteration of facts or ideas which misrepresents the meaning or intent of the original source (i.e., taking words out of context or misrepresentations of data in graphs, statistics, lab reports, etc.).

In order to avoid unintentional misrepresentations of information, students should take careful notes and transfer them accurately to their papers or reports. Before submitting work, students must proofread to verify the accuracy of statements and citations.

Use of Written Work Prepared by “Ghost Writers” or Others

Submission of written essays, research papers, science reports, laboratory results, computer programs, or homework assignments, etc. prepared by a person other than the student submitting the assignment as his/her own work constitutes a misrepresentation of academic work and is a violation of academic honesty.

Discussion of essay topics, problems, or lab projects with teachers or friends helps to generate and clarify ideas and is not only permitted but also encouraged (unless the faculty member states that the work is to be done independently). However, the written assignment or report that is the product of these discussions must be the work of the student, a written expression of his/her final reflections on the subject.

Multiple Submission

The same paper or report may not be submitted to two different classes in the same term, nor be resubmitted to another class in another term without the explicit permission of the instructors involved. To do so is a violation of academic honesty.

If, rather than write two separate papers, a student wishes to write a longer, more comprehensive paper or report that would incorporate the work being done in two related courses, the student must explain his/her academic goals for the project and secure the permission of the instructor in each class before starting work on the paper.

Specific Comments on Test-taking

Any assistance on in-class tests and quizzes is considered a violation of academic honesty. This includes verbal assistance from another student, sharing notes, sharing pre-coded computers or devices, and the use of any books or notes not explicitly permitted by the instructor. (These rules also apply to take-home tests, unless the instructor gives explicit directions to the contrary.)

In order to avoid any possible misunderstanding:

- Students should not bring books and notes, electronic or written, into the classroom on a testing day unless otherwise advised by the instructor.
- Students should avoid any interaction with other students during a test unless they have the explicit permission of the instructor.

Classroom Expectations

Guidelines for Responding to Disruptive Student Behavior

Holy Names University strives to provide a safe and secure environment for all students, employees and visitors. Acts of violence, threats and threatening behavior are not acceptable behaviors at Holy Names University and will not be tolerated. Students and instructors are expected to maintain professional relationships characterized by courtesy and mutual respect.

Disruptive behavior involves conduct that threatens or endangers the health or safety of any person. This behavior infringes upon the rights of members of the HNU community. Disruptive behavior is defined as any behavior in a classroom or other learning environment that interferes with the learning process. This includes, but is not limited to, environments of teaching, research administration, disciplinary proceedings, university activities, university life, community service activities or university authorized activities.

Examples of disruptive behaviors include, but are not limited to, verbal or physical abuse, verbal or physical threats, intimidation, harassment, coercion, repeated obscenities, argumentative and/or combative behavior or other obstructions, whether experienced verbally, physically, electronically or otherwise.

Scope

The scope of the policy includes persons:

- On university property
- At university sponsored events
- Fulfilling the duties of a university student off-campus (i.e. nursing clinical's, internships, conferences)
- Conducting university business or representing the university
- Engaging in any disruptive activity that results in a negative impact on the university or university community.

Response to Disruptive Behavior

- In a situation of classroom or activity disruption, the instructor should first indicate to the student(s) that the behavior is disruptive and provide an opportunity for the individual(s) to conform to the expected standards of the class. It is hoped that in the majority of instances the matter can be resolved in this initial, informal manner.

- If the behavior continues, the student(s) should be given an immediate, direct, warning to discontinue the behavior.
- If the disruption continues or reoccurs at a later class the instructor may repeat the initial request to discontinue, or ask the student(s) to leave the classroom or university-sponsored event.
- If a student(s) refuses to leave upon request the instructor shall call Campus Safety to assist in removing the student.
- If at any time the instructor considers that he/she is in immediate danger or is concerned about personal safety, Campus Safety at ext. 1234 should be contacted. They will respond to the site and provide appropriate response to the immediate concern.
- In the situation where the student(s) has been asked to leave the class, the instructor shall notify, in writing, the Department Chair, the Vice President for Academic Affairs, and the Vice President for Student Affairs. This report shall include information relating to the incident and subsequent steps taken for resolution.
- The Vice President for Student Affairs, or designate, will conduct a review of the incident. This review may consist of interview with the involved student(s), involved instructor, Department chair, Vice President for Academic Affairs, security and any other involved parties.
- The Vice President for Student Affairs, or designate, will then resolve the problem in the manner, which seems most appropriate. Examples of resolutions may include return to the class/activity with the expectation that behaviors will conform to expected standards, removal from the class/activity, change to another setting, suspension from the class for the semester, suspension from the University or any other resolution dependent on the circumstances.
- The Vice President for Student Affairs, or designate, will communicate the resolution of the situation to involved parties in writing, as is allowable by FERPA.

Attendance

Regular attendance at classes is not only expected but is considered essential for successful academic work. A student with excessive absences may receive a grade of F. Excessive absences are those which exceed the number designated in a class syllabus or total more than one-fifth of the scheduled class hours. The student must assume full responsibility for work missed because of absence, including any additional work assigned to compensate for the absence. Students will not be permitted to register for classes that overlap in meeting times and result in accumulated partial absences.

Final Examinations

Final examinations are given only at the day and hour specified in the published Final Exam Schedule. Any student who has an overly concentrated examination schedule should inform his/her instructors at the beginning of the term. With the approval of the department Chairperson, the instructor may negotiate a time change for the student in rare occasions.

Academic Progress and Status

To be in good standing, an undergraduate student must main-

tain a minimum cumulative and semester grade point averages of 2.0. Failure to do so may result in Academic Warning, Probation, or Disqualification from Holy Names University. The Academic Affairs Office notifies each student who is on academic warning or probation or is academically disqualified. All students are encouraged to seek assistance when their grades are not satisfactory. Academic advisors, faculty, peer advisors, and student affairs staff are available to assist students.

Semester Progress Notification

Academic staff collaborate with faculty to monitor the academic progress of HNU students. Students may receive a Semester Progress Report from their professor indicating satisfactory or unsatisfactory progress. Follow up communication informs the student as to how the university can provide support in their academic pursuits.

Undergraduate Academic Warning

Undergraduate students who earn less than a 2.0 grade point average in any semester but maintain a cumulative grade point average of 2.0 or higher will receive a notice of Academic Warning from the Academic Affairs Office. The purpose of such a notice is to alert the student of the need to take immediate measures to improve academic performance. Failure to clear Academic Warning will result in being placed on Academic Probation.

Undergraduate Academic Probation

Undergraduate students will be placed on Academic Probation if:

1. they fail to clear Academic Warning status receiving a second semester grade point average below 2.0, or
2. their cumulative grade point average falls below 2.0.

During the probation period, students should not take more than 12-14 units, Students may also be asked to curtail cocurricular and leadership activities. Such limitations may necessitate attendance at one or more summer sessions, or require an extra term for graduation. A student who remains on probation for two consecutive semesters will be subject to Academic Disqualification.

First Term Academic Probation is due to a cumulative GPA less than or equal to 2.0 and/or failure to clear prior Academic Warning Status. Second Term Program is most often the result of failure to clear First Term Academic Probation. As of Fall 2013, The Curriculum and Standards Committee voted that any student on Second Term Probation must take CALP 95, Academic Success Strategies.

Undergraduate Academic Disqualification

Undergraduate students will be subject to Academic Disqualification from further registration at Holy Names University if they:

1. fail to clear probation for two consecutive semesters;
2. earn a semester grade point average below 1.0;
3. fail three or more courses in any semester.

Undergraduate Academic Reinstatement

Disqualified individuals may consider petitioning for re-

instatement as a student of Holy Names University. To do this, individuals must write a letter directed to the Assistant Vice President for Academic Affairs indicating the intention to petition for reinstatement. The letter must also explain the academic and/or life circumstances that contributed to academic disqualification. Students may be asked to provide additional supporting documentation, such as a letter from a doctor indicating medical hardship. Petitions are strengthened by inclusion of a discussion of changes that have occurred since academic disqualification that would support future academic success at Holy Names University. One such indication is often the Dean's request that the student take courses elsewhere that show progress toward the degree. The student should attempt to achieve an overall GPA of 2.0 when units and points from the transfer work are combined with the HNU units and points. Official transcripts of coursework completed in the interim at other institutions should be included with petitions for reinstatement. In evaluating a petition, Academic Affairs considers self-awareness, an understanding of the role of outside contributing factors, and commitment to future academic success to be important. Individuals are notified in writing of the outcome of their petition for reinstatement. When reinstatement is granted, students enter under reinstatement probation status in order to assist Academic Affairs in tracking their academic progress. Academic reinstatement is determined independently from reinstatement under Financial Aid or Student Accounts. Returning students work closely with the Academic Affairs Office, their advisor, and other staff and faculty to develop a reinstatement contract that maximizes their chance of successfully completing their academic goals. Reinstatement probation is cleared when the terms of the reinstatement contract are met.

Academic Responsibilities and Rights of Students

Students are individually responsible for knowing and observing the regulations, policies and procedures listed in this Catalog and all modifications, revisions, or additions which may be published in the Hawk's Edge online system, HNU website, Blackboard classrooms, or HNU student email messages.

Policy of Nondiscrimination

Holy Names University does not discriminate on the basis of race, creed, sex, handicap, age, color, sexual orientation, or national and ethnic origin in administration of its educational or admissions policies, scholarship and loan programs, athletic and other University-administered programs.

In accordance with the Family Educational Rights and Privacy Act of 1974, each student has the legal right to examine and challenge the record maintained for that student.

This Catalog constitutes the University's document of record. While every effort is made to ensure the correctness and timeliness of information contained in this Catalog, the University cannot guarantee that changes will not occur after publication. More timely information may be found on the university's

website, student handbooks, and in the publications of each academic area. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in this Catalog and in other campus publications.

Academic Appeals

In academic questions, as in all other areas of appeal, the intent of the University is to try first to reach a resolution informally among those involved; failing this, more formal steps may be taken.

Academic appeals fall broadly into four categories:

1. Those concerning a grade or a requirement in a particular course.
2. Those concerning penalties resulting from violations of academic honesty.
3. Those concerning the interpretation or application of a general education or major/degree/program requirement.
4. Those concerning academic disqualification from the University.

The procedures and timelines for dealing with these various categories of academic appeals are described below. Once an appeals process begins, all University personnel will protect the privacy of the student and the confidentiality of the process.

Academic Appeals Concerning a Grade or Requirement in a Particular Course:

Step 1. The student will first contact the instructor who has assigned the grade in question or is responsible for determining course requirements. This step must be taken no later than the end of the academic term following the term in which the problem arose. Normally, students will resolve their concerns informally at this point.

Step 2. If the question remains unresolved, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision.

Step 3. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the grade or requirement under appeal will result in academic disqualification. There is no further University appeal.

Academic Appeals Concerning Penalties Resulting from Violations of Academic Honesty:

Step 1. Within fifteen (15) working days of receiving notification of the penalty by the instructor, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision. A copy of this report will be sent to the Academic Affairs Office and placed in the student's file.

Step 2. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. A copy of this report will be placed in the student's file. The decision of the Vice President is final even if a decision against the student will mean that the penalty will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning the Interpretation or Application of a General Education or Major/Degree/Program Requirement:

Step 1. The student will go first to the Program Director or Chairperson of the Department. Normally, students will resolve their concerns informally at this point.

Step 2. If the issue remains unresolved, the student may direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the requirement under appeal will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning Academic Disqualification from the University:

Step 1. Undergraduate students should direct appeals of academic disqualification to the Assistant Vice President for Academic Affairs. Appeals must be made in writing within fifteen (15) working days of receipt of the academic disqualification letter. The Associate Dean will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Associate Dean will report in writing to the student his/her findings and decision.

Step 2. Undergraduate students may appeal the decision of the Associate Dean to the Vice President for Academic Affairs.

The student must direct a written appeal to the Vice President within fifteen (15) working days of the receipt of the Associate Dean's decision. The Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final. There is no further University appeal.

For grievances of a non-academic nature please consult the Grievance Policy in the HNU Student Handbook.

Statement on Registering Non-Academic Complaints

As a University guided by equity and fairness, Holy Names University takes seriously complaints and concerns regarding the institution. While we commit ourselves to the principle of subsidiarity, which involves direct dialogue with those closest in action to an issue, we also recognize in some cases that a more formal process is necessary.

To register a complaint about Holy Names University, please present it directly to the University's Ombudsman, Sr. Carol Sellman, Vice President for Mission Effectiveness. She may be reached at: sellman@hnu.edu. You may also present your complaint directly to Mr. Michael Miller, Vice President for Student Affairs and Enrollment Management. He may be reached at mmiller@hnu.edu.

These contacts will provide you with a written explanation of the campus process for addressing your particular complaint(s) and answer any questions you may have to assure you a fair process.

If you believe that your complaint warrants further attention after exhausting all the steps outlined in the writing given to you by the Vice President for Mission Effectiveness or Vice President for Student Affairs and Enrollment Management, you may contact:

The WASC Senior College and University Commission (WSCUC) at <http://www.wascenior.org/comments> if your complaint is about the institution's compliance with academic program quality and accrediting standards. WSCUC is the academic accrediting body for Holy Names University.

If you believe that your complaint continues to warrant further consideration after exhausting the review of either WSCUC or the investigative team representing Holy Names University, you may submit a complaint to the Attorney General of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at:

Public Inquiry Unit: 916-322-3360; Toll-free (in CA): 800-952-5225; Fax: 916-323-5341; or on line forms: http://ag.ca.gov/contact/complaint_form.php?cmplt=PL

The Attorney General's Office will review the process through which the campus attempted to resolve your complaint. If the process complies with the written outline, the Attorney General's Office will, for the purposes of state oversight, consider

the matter closed. If the Attorney General determines that the process through which the campus attempted to resolve your complaint did not comply with its published process, the Attorney General may request reconsideration by [name of campus]. The Attorney General's Office also has oversight of [name of campus] as authorized through the "Supervision of Trustees and Fundraisers for Charitable Purposes Act" [Cal. Gov't Code § 12598], which provides public means to submit complaints regarding non-profit colleges and universities that abuse their status under the Internal Revenue Code of 1986 (23 U.S.C. §501(c)(3)). The California Attorney General is given broad powers to undertake law enforcement investigations and legal actions to protect the public interest under Cal. Gov't Code § 12598.

Most complaints made to media outlets or public figures, including members of the California legislature, Congress, the Governor, or individual Trustees of Holy Names University are referred to the University President's Office.

Nothing in this disclosure limits any right that you may have to seek civil or criminal legal action to resolve your complaints.

Holy Names University has provided this disclosure to you in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, Sections 600.9 (b) (3) and 668.43(b).

University Ombudsperson

Holy Names University's ombudsperson is a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to students of the University community. Sister Carol Sellman, Vice President for Mission Effectiveness, serves in this capacity currently.

ACADEMIC REQUIREMENTS FOR UNDERGRADUATE STUDENTS

Degree Requirements

All students completing undergraduate degrees at Holy Names University will satisfy three basic sets of requirements:

- I. Minimum Total Units and Grade Point Average
- II. General Education Requirements
- III. Requirements of the Major

I. MINIMUM TOTAL UNITS AND GRADE POINT AVERAGE

All Baccalaureate degree candidates must complete at least 120 semester hours of college-level work with a minimum grade point average of 2.0 (4.0 = A), both cumulative and in the major. At least 48 of the total units must be in upper-division coursework (courses numbered 100 or higher).

Residency Requirements

To ensure that the degree reflects actual experience at Holy Names University, students must complete at least 30 units of coursework at or through HNU.

II. GENERAL EDUCATION REQUIREMENTS

All students, regardless of their chosen major, will satisfy a common set of requirements called the "general education" requirements. The general education requirements at Holy Names University are designed to assure that students attain proficiency in the skills that identify an educated person as well as sufficient breadth of knowledge to appreciate and contribute to a complex and rapidly changing world.

The general education program fosters the development of the individual and prepares him/her for a culturally literate, thinking, and discerning life in society. Toward these ends, it introduces the student to varied sources of knowledge, diverse perspectives on human experience, and different modes of learning and understanding. In a parallel endeavor, it enhances the skills and abilities that allow an individual to contribute to society as a knowledgeable, liberally educated, creative, active, and responsible member.

At Holy Names University, a liberal arts education includes study in the humanities, the natural sciences, mathematics, the social sciences, and the arts. The curriculum ensures that each student receives an understanding of the natural world, philosophical inquiry and traditions, literature, religion and spirituality, historical and political processes, the human person in society, technology, a language other than English, cultural diversity, and creative expression in the fine and performing arts. Each course can be used to meet only one general education requirement.

The first component of the general education requirements is the Foundation in Critical Thinking and Communication. Students learn to communicate logically, clearly, and articulately in English, reason quantitatively, think critically, understand and apply basic computer skills, use information resources effectively, and solve problems with the methods of a variety of disciplines.

The remaining components of general education use both thematic and disciplinary approaches to learning. Certain courses, such as the Integrative Studies Across Cultures sequence, are thematic in their analysis of the human experience in diverse times and cultures; they are designed to be interdisciplinary, multidisciplinary, and multicultural. Other requirements focus on fundamental areas of knowledge and introduce the student to the subject matter, methodologies and intellectual traditions of broad groups of inter-related disciplines.

A. Foundation in Critical Thinking and Communication

1. Written Communication:

ENGL 1A and 1B Critical Reading and Writing I, II
For International Students: ESLG 24A, 24B and ENGL 1B
ENGL 1B must be completed with a minimum grade of C-.

2. Oral Communication:

COMM 1 Essentials of Interpersonal Communication and Effective Speaking

3. Mathematical Reasoning

One college-level course:

MATH 1 / 2	Precalculus
MATH 11 or 12	Calculus I or II
MATH 7	Mathematical Reasoning
MATH 60 / PSYC 63 / ECON 15	Statistical Methods

B. Disciplinary Studies

- 1. Religious Studies (3 units).** As a Catholic institution, Holy Names University is rooted in faith and in the social and personal values associated with the Catholic tradition. Beyond that, however, Holy Names University believes that it is important to encourage students from all backgrounds to explore their own spirituality, and to develop the knowledge and understanding of religious experience, expression, and tradition that is an integral part of education in the liberal arts. Giving students the tools to explore the spiritual dimensions of human life enhances their capacity for individual transformation, fosters an appreciation for the beliefs of others, and develops a sense of social responsibility.

The requirement may be fulfilled by:

Any RLST course numbered 1–199.

Each course can be used to meet only one general education requirement.

- 2. Literature and Philosophy (3 units).** The disciplines of literature and philosophy develop those essential qualities of mind and character that enable students to understand as a coherent whole what it means to be human. They are disciplines concerned with the nature of things, not just the working of things. Becoming aware of issues of meaning and value as explored through primary texts will assist students in gaining a perspective that is intellectually and socially empowering.

The requirement may be fulfilled by:

ENGL 20/120 Fiction

ENGL 21/121 Poetry

ENGL 22/122(W) Dramatic Literature

Any PHIL course numbered 1–199 except PHIL 2 and 156.

Each course can be used to meet only one general education requirement.

- 3. Physical Science (with lab) (3 units).** Empirical science and its attendant technologies are profoundly transforming the world in which we live. Understanding the findings of physical science helps us to conceptualize the universe, the origin of life forms, and our role in the cosmos. Scientific discoveries often play a crucial role in shaping the worldview of an era. The study of the methodology of science promotes habits of precise thinking, lucid analysis, logical reasoning, and formulation and critical assessment of hypotheses. The ability to interpret and apply the methods of scientific inquiry is also central to making sound decisions on personal and societal issues.

The requirement may be fulfilled by:

PHSC 15 Fundamentals of Physical Science

CHEM 1A General Chemistry and Qualitative Analysis

CHEM 7 Introductory Chemistry for Health Science

PHYS 8A General Physics I

BSN students who have taken at least 6 units of science have fulfilled the General Education science requirement.

For ABD students, only one of the science courses must have a laboratory component.

Grade requirements for Science classes within particular majors may be higher than the grade requirements for General Education.

- 4. Biological Science (with lab) (3 units).** Biology, the study of living things, is an extension of our connection to and curiosity about the natural world. Displaying an astounding variety of forms, living systems span the range from the molecular to the landscape level and encompass over four billion years of history. Conceptualizing the enormity of this scope helps us to appreciate life's common thread and our place in the universe. The study of life engenders an appreciation for diversity and its important role in the function and evolution of complex integrated systems. Because it is founded on hypothesis testing, the study of biology also develops the ability to make accurate observations and analyze complex systems that is central to making sound judgments on a personal and societal basis. Advances in the biological and medical sciences deeply affect our mode of living and our worldview; they indeed weave into the very fabric of our lives.

The requirement may be fulfilled by:

BIOL 15 Human Biology

BIOL 1A Principles of Biological Science

BIOL 1B Principles of Biological Science

BSN students who have taken at least 6 units of science have fulfilled the General Education Science requirement.

For ABD students, only one of the science courses must have a laboratory component.

Grade requirements for Science classes within particular majors may be higher than the grade requirements for General Education.

- 5. Social Sciences (3 units).** The disciplines of the social sciences study relationships between present and past, contrasts among cultural institutions and morés, the reasons for these contrasts, the identification of major historical, social and technological turning points as well as the analysis and interpretation of critical social and psychological hypotheses.

The requirement may be fulfilled by:

ANTH 5 Culture, Experience, and Society

CRIM 1 Introduction to Criminology

HIST 17A or 17B United States History: Survey

ECON 1 Principles of Economics (Macro)

ECON 2 Principles of Economics (Micro)

PSCI 1 Introduction to Political Science: United States Government

PSCI 6 World Politics and Geography

PSYC 1 Introduction to Psychology

PSYCH 30	Introduction to Life Span Development
SOCI 1	Introduction to Sociology

6. **Fine and Performing Arts (3 units).** The fine arts of music and the visual arts provide intense and immediate forms of communication that not only can delight an audience but also reaffirm what humanity is capable of achieving. This power to communicate experience crosses the boundaries of time and language. Often, societies of the past can best be understood by their art. New works of art reinterpret those of the past, helping us to understand better the human experience.

Students entering the University with significant artistic preparation, i.e., instrumental or artistic instruction, may request to meet the fine arts requirement by continuing to develop such efforts. Such requests should be addressed to the discipline advisor.

The requirement may be fulfilled by:

Any ARTS, DRAM or MUSC course numbered 1-199; LALS 115

7. **Foreign Language/Linguistics (3 units).** A citizen of today's global community must be able to understand and interact with people of diverse cultures. With today's changing demographics in the U.S., there is increasing demand in all the professions for workers who command English and one additional language. In addition, Holy Names University graduates should be aware of the nature of language and of the process of second language acquisition. While the optimal way to understand the nature of language and the complex process of its acquisition is through the process of learning another language, Holy Names University recognizes that a course in linguistics may be more appropriate for some students than a communication-based course in a foreign language.

The requirement may be fulfilled by:

Three or more years of one foreign language in high school (with grade of C- or better each term) as reflected on an official high school transcript

SPST 2	Beginning Spanish II
LING 145	Fundamentals of Language
LING 147	Modern American English
LING 154	Sociolinguistics
FREN 2	Elementary French II

Students whose native language is other than English may fulfill this requirement by providing appropriate documentation of their ability to read, write, and speak their native language at a level at least equivalent to second-semester college study. This information should be submitted as part of the admission process or within the first term of study at Holy Names University.

C. Interdisciplinary Studies

1. **Core Sequence:** Four multi-disciplinary courses in

Integrative Studies Across Cultures taken at the lower or upper-division level (12 units)*. These four chronological courses, ISAC 1/101, 2/102, 3/103, and 4/104, compose the Integrative Studies Across Cultures program and form a coherent, unified, and multi-disciplinary study of human experience. In each era, Ancient, Premodern, Modern, and Contemporary Worlds, there is a focus on relationships to family, nature, community, work and play, inner self, and the divine though the emphasis changes in each historical period. By studying human experience in widely diverse times and cultures, students gain perspective on their own age and concerns. The courses cross the boundaries of the traditional academic disciplines, integrating many fields of learning in order to illuminate the rich possibilities and ambiguities of the human condition. Outstanding guest lecturers from many fields of study ensure this representation of various disciplines that enhances the integration of life and learning.

The courses stress primary texts and thereby develop skills of accurate reading, critical analysis, synthesis, and clear articulation through oral and written communication. The Integrative Studies Across Cultures program also incorporates the arts as ways of experiencing human creativity through related performances and exhibits. Campus-wide festivals in the fall and spring extend academic learning into the arena of community celebration.

The requirement is fulfilled by:

ISAC 1/101	The Ancient World
ISAC 2/102	The Premodern World
ISAC 3/103	The Modern World
ISAC 4/104	The Contemporary World

*Students seeking the BS or the BSN are required to take only one of the four courses.

*Transfer students with 60+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.

*ABD students with 50+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.

*Concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the courses for lower-division credit; completion of ENGL 1B with a grade of C- or better is required of all students taking the courses for upper-division credit.

2. **Senior Colloquium (3 units).** A capstone course is specifically designed to provide the culminating academic experience which will integrate the general education aspect of the baccalaureate program with the student's major field of study. In the course, senior students address together a topic of common human concern, allowing them to explore and share perspectives on the broader historical, cultural and ethical dimensions and intellectual context of what they have learned in their undergraduate program. In addition to the goal of integrating the knowledge gained in their major field with general education, the capstone course is designed to reflect and confirm the student's development of proficiency in the following areas:

- a. Oral and written communication skills, augmented as appropriate by skill in the creative arts and computer science.
- b. Critical thinking and research.

The requirement is fulfilled by:

ISAC 195(W) Senior Colloquium

D. Writing Across the Curriculum

(W) courses are those designated within each discipline in which students will receive special assistance with writing assignments. These (W) courses emphasize the reading, writing and thinking skills characteristic of the discipline. In each (W) class, students will complete a sequence of assignments designed to develop their ability to read analytically, think critically, and write effectively. ENGL 1B must be completed with minimum grades of C- before a student enrolls in a (W) course. Students are to take minimally three (W) courses during their sophomore, junior, and senior years. All students are required to successfully complete two (W) courses in their major: one entry level course emphasizing the thinking and writing skills for the major, and one culminating course emphasizing the academic or professional discourse models in the major. (W) courses for each term are designated as such in the Schedule of Classes.

Transfer students with 60+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.

Summary of General Education Requirements

A. Foundation in Critical Thinking and Communication:

1. **Written Communication:*** ENGL 1A ENGL 1B

* *International Students complete ESLG 24A, ESLG 24B, ENGL 1B*

2. **Oral Communication:** COMM 1

B. Mathematical Reasoning:

Choose ONE:

MATH 1 or 2 MATH 11 or 12 MATH 7

MATH 60 / PSYC 63 / ECON 15

C. Disciplinary Courses:

1. Religious Studies

Choose 3 units from any RLST course numbered 1-199:

Each course can be used to meet only one general education requirement.

2. Literature, Philosophy

Choose ONE:

ENGL 20/120 ENGL 21/121

ENGL 22/122(W)

Or choose 3 units from any PHIL course numbered 1-199 except PHIL 2 and 156.

Each course can be used to meet only one general education requirement.

3. Physical Sciences with Lab

Choose ONE:

PHSC 15 CHEM 1A CHEM 7 PHYS 8A

BSN students who have taken at least 6 units of science have fulfilled the General Education science requirement.

For ABD students, only one of the science courses must have a laboratory component.

4. Biological Sciences with Lab

Choose ONE:

BIOL 15 BIOL 1A BIOL 1B

BSN students who have taken at least 6 units of science have fulfilled the General Education science requirement.

For ABD students, only one of the science courses must have a laboratory component.

5. Social Sciences

Choose ONE:

ANTH 5 HIST 17B PSCI 1 PSYC 1A

CRIM 1 ECON 1 PSCI 6 PSYC 30

HIST 17A ECON 2 PSYC 1 SOCI 1

6. Fine and Performing Arts

Choose 3 units from any ARTS, DRAM, or MUSC course numbered 1-199; LALS 115

7. Foreign Language/Linguistics

Choose ONE:

SPST 2 LING 145 LING 154

FREN 2 LING 147

Three or more years of one foreign language in high school (with grade of C- or better each term) as reflected on an official high school transcript.

Students whose native language is other than English may fulfill this requirement by providing appropriate documentation of their ability to read, write, and speak their native language at a level at least equivalent to second-semester college study. This information should be submitted as part of the admission process or within the first term of study at Holy Names.

D. Interdisciplinary Studies

1. Core Sequence

All **four** Integrative Studies Across Cultures courses*:

ISAC 1/101 ISAC 3/103

ISAC 2/102 ISAC 4/104

* *Students seeking the BS or the BSN choose only ONE*

* *Transfer students with 60+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.*

* *ABD students with 50+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.*

* *Concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the courses for lower-division credit; completion of ENGL 1B with a grade of C- or better is required of all students taking the courses for upper-division credit.*

2. Senior Colloquium

ISAC 195(W)

E. Writing Across the Curriculum

Minimum 3 courses designated as (W) courses

Transfer students with 60+ transferable units complete only 2 courses; with 90+ transferable units, they complete 1 course.

Intersegmental General Education Transfer Curriculum (IGETC)

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that community college

transfer students can use to fulfill lower-division general education requirements at Holy Names University without the need, after transfer, to take additional lower-division general education courses. These students will need to take only two upper-division ISAC courses plus the capstone course to complete their HNU General Education. All courses must be completed with the minimum grades required by the granting school/s.

The IGETC is NOT an admission requirement to Holy Names University. There is no connection between completion of the IGETC and eligibility for admission. Requirements for lower-division courses for admission to particular majors also remain unchanged.

All coursework applicable to the IGETC ***must be completed in its entirety prior to transfer and certified in order to be accepted by Holy Names University.*** Courses taken at several institutions may be used to fulfill the IGETC. Students should be aware, however, that placement of courses within IGETC subject areas may vary from college to college. Placement of a course will be based on the college of attendance and its IGETC pattern, at the time the course was completed. Completion of the IGETC program will be certified by the last community college that the student attends.

III. REQUIREMENTS OF THE MAJOR

Declaration of Major

Students often state a preference for a major field of study upon admission to the University. To formalize this selection or make a change, a student completes a ***Declaration of Major*** form through the Student Resource Center. This formal declaration of major is normally completed before the student has finished 60 units (i.e., before the end of his/her sophomore year). An advisor in the chosen field of study is then assigned to the student, if not already in place. A student who delays in declaring a major, or who changes major after the sophomore year, may experience a delay in graduation.

Preparation for the major, as defined by each major discipline, may include specific lower-division courses within the discipline and auxiliary courses outside the major discipline.

Majors at Holy Names University

Holy Names University offers the following majors to undergraduate students in the semester schedule:

Accounting (BS)	Studies (BA)
Biological Science (BA and BS)	Liberal Studies (BA)
Business (BA)	Multimedia Arts and Communication Studies (BA)
Criminology (BA)	Music (BA and BM)
Communication Studies (BA)	Philosophy (BA)
English (BA)	Psychobiology (BA and BS)
History (BA)	Psychology (BA)
Intercultural Peace and Justice (BA)	Religious Studies (BA)
International Relations (BA)	Sociology (BA)
Latin American and Latino/a	Sport Biology (BA and BS)

Holy Names University offers Pre-professional Concentrations in Law and Health Medicine. These programs are offered in conjunction with the above majors; they are not majors by themselves. Students wishing to pursue these concentrations should consult their advisor.

Undergraduate majors offered to the Adult Baccalaureate Degree program are:

Business (BA)	Nursing (BSN)
Liberal Studies (BA)	Psychology (BA)

Self-Designed Majors

Students have the option to self-design a program of study which varies from the programs already offered and which is interdisciplinary in structure. The combination of areas of study must have the approval of the Undergraduate Curriculum and Standards Committee and the faculty advisor(s), who will assist the student in formulating the program. Students should submit a two-page rationale to support the choice of coursework constituting the major. All self-designed majors must be reviewed by the Associate Academic Dean and must be approved in writing by the Vice President for Academic Affairs. The review/ approval process must be completed no later than the second semester of the junior year. Each term, the specific program of studies must be approved by each of the student's academic advisors. Forms for declaring a self-designed major are available in the Student Resource Center.

Related Fields Majors

When designing a major that consists of two disciplines, the major will have no fewer than 36 upper-division units, with no fewer than 15 upper-division units in either discipline. The fields of study are limited to those disciplines listed as majors or related fields majors in this Catalog. The combination of two areas of study must have the approval of the respective Chairpersons, or designated program coordinators for the major, who will decide upon the necessary prerequisites and formulate the program no later than the second semester of the junior year. This program of studies must be approved by the Vice President for Academic Affairs. Each term, the specific program of studies must be approved by each of the student's academic advisors. Forms for declaring a related fields major are available in the Student Resource Center.

Double Majors

Students who wish to earn a degree with a double major must determine which is the primary major and satisfy the general education requirements for the degree of that major. The other major is considered the secondary major. All prerequisites and requirements for both majors must be met, including a minimum of 24 upper-division units in each major. No more than nine units may satisfy requirements in both majors; preparation for major coursework is not included in the nine unit limit. Each term, the specific program of studies must be approved by each of the student's academic advisors.

The Minor

To minor in a field, a student should have no fewer than 21 units (upper- and lower-division combined) in any discipline listed as a major (see Undergraduate Majors) or any discipline offering a minimum of 21 upper- and lower-division units (see Undergraduate Courses). Requirements may be specified by the disciplines. No more than nine units may be used to satisfy requirements in both a student's minor and major; lower-division coursework is included in the nine unit limit.

The form to declare a minor can be obtained from and filed with the Student Resource Center. In order to ensure obtaining all the specified classes, students should declare a minor by the end of the sophomore year. Completion of the minor is not required for graduation.

Holy Names University offers the following minors:

Accounting	Latin American and
Art	Latino/a Studies
Biological Science	Music
Business	Philosophy
Chemistry	Political Science
Communication Studies	Psychology
Criminology	Religious Studies
English	Sociology
History	United States Cultures
Intercultural Peace and Justice	

Other disciplines may be offered as minors under special circumstances. Students interested in exploring this option should consult their advisor.

Change of Major/Minor/Program

Students decide to change their major, minor, and/or program for a variety of reasons—their interests change, they declare or change their major, they find that their needs are more appropriately met by a different advisor, and/or the class offerings and times of a different University program better suit their scheduling needs. Students should come to the Student Resource Center to receive the appropriate paperwork to change their advisor/major/minor program.

Adult Students Taking Courses in Traditional Program

An ABD or BSN student may take classes in the traditional undergraduate program. However, if 50% or more of the units in any semester are taken in the traditional program, the adult student will be charged the traditional student tuition rate for all units in that term.

Graduation Requirements in the Major

To qualify for a Bachelor's degree at Holy Names University, a student must complete the minimum requirements for a major program, as well as satisfy all other university requirements. Students have the option of pursuing a single major, a double major, or a self-designed major. The minimum requirements for an established major program are set by the faculty in that major and the committee of chairpersons. For transfer students, the faculty in the major area determine which transferable courses may be used to satisfy major requirements.

Students must earn a 2.0 cumulative grade point average in upper-division and lower-division courses required in the major. With the discretion of the discipline coordinator, a single course with a grade below a C- can be allowed in either the major or the preparation for the major. Normally all courses with a D+ or lower are to be repeated; grades of F in the major must be repeated.

Requirements for completion of the specific majors offered at Holy Names University in the Bachelor's degree programs are stated in the Undergraduate Majors section of this catalog.

Course Information**Identification of Courses**

Holy Names classes are always identified by four elements: the sponsoring discipline, a special number, a title, and a unit value for the course, e.g., History 17A United States History (3). In this example, the "A" indicates that the course is the first half of a two semester course. The (3) indicates that the class is worth three units and meets for approximately 3 hours per week. Weekend and accelerated classes meet in a different time frame (see the Adult Baccalaureate Degree Program section of this Catalog).

In this Catalog, a brief description of the content of the course follows the basic identification.

Credit Hours

A credit hour (unit) 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 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.

Numbering

Courses numbered 1–99 are ranked as lower-division courses (freshman/sophomore level). Courses carrying numbers 100–199 are upper-division level. In courses that are listed as both lower and upper-division (English 20/120), significantly more sophisticated work is expected of those receiving upper-division credit. Some upper-division level courses (100–199) may be used in Master's as well as in Bachelor's degree programs. Faculty expect more of graduate students enrolled in upper-division classes. Courses scheduled as 10/110 or as 110/210 have syllabi and class assignments commensurate with levels of students enrolled. Graduate-level courses are numbered 200–299, professional education courses are numbered 300–399, and non-degree certificate courses are numbered 400–499.

Courses with an additional "A" in the course ID (e.g. RLSTA 175) are designed for adult learners. Courses with an additional

“N” in the course ID (e.g. RLSTN 175) are specifically designed for students in the NEXUS RN to BSN program.

Special Study

This is a regularly offered course required for graduation that is not being offered again before the student’s expected date of graduation. The special study may be taught as a tutorial or to an individual student. Special studies are open to seniors, graduate students, and others under extenuating circumstances. These courses are identified with the numbers 94/194/294/394. The form may be obtained from and filed in the Student Resource Center.

Senior Seminar

Programs requiring a concluding undergraduate seminar designate this course as 195.

Internship

Student work in internships, practica or field work is designated 96/196/296/396, with identifying subtitles. These courses have a special syllabus and set of requirements and are not listed in the Catalog. There is a limit of six units of internship that may be applied to the Bachelor’s degree.

Special Topics Classes

Courses identified with the numbers 97/197/297/397 carry identifying subtitles and may be repeated for credit under different subtitles. These courses are not listed in the present Catalog, as the topics and content will vary.

Research

198 is the course number used for undergraduate research, and 298 for graduate thesis or directed Master’s project. The undergraduate form may be obtained from and filed in the Student Resource Center.

Independent Study

This is individual study not provided in regular courses, arranged by a student with a faculty member, and approved by the Division/Department Chairperson and the Registrar. It may involve 1-3 units, and is listed on the transcript with the number 199/299/399 and with a descriptive title. Independent study is not available to freshmen or audit students.

Even though students may apply up to six units of credit toward a Bachelor’s degree in each individualized course, most students earn 1-3 units per course. The form may be obtained from and filed in the Student Resource Center.

Cycling of Classes

Many courses are offered only once in each academic year, and a few are scheduled every third or fourth term. Students can find out from Division/Department Chairpersons when particular classes will be offered. The list of courses to be offered each term is found in Hawk’s Edge online system and published in the online Schedule of Classes.

Cancellation of Courses

A course may be cancelled if enrollment is low or if other circumstances necessitate a cancellation.

UNDERGRADUATE PROGRAMS AND COURSES

Undergraduate Majors

Accounting (BS)	Liberal Studies (BA)
Biological Science (BA and BS)	Multimedia Arts and Communication Studies (BA)
Business (BA)	Music (BA and BM)
Communication Studies (BA)	Nursing (BSN)
Criminology (BA)	Philosophy (BA)
English (BA)	Psychobiology (BA and BS)
History (BA)	Psychology (BA)
Intercultural Peace and Justice (BA)	Religious Studies (BA)
International Relations (BA)	Sociology (BA)
Latin American and Latino/a Studies (BA)	Sport Biology (BA and BS)

ACCOUNTING (SEE BUSINESS)

ANTHROPOLOGY

Given the importance of diversity in today’s world, a survey of cultural anthropology is often recommended for students majoring in one of the social sciences as well as in other majors. At HNU, ANTH 5 provides a review of cultural anthropology and meets one preparation requirement for History, International Relations, and Sociology.

Anthropology Courses

5. Culture, Experience, and Society (3). This introductory course explores the essential themes within sociocultural anthropology. Topics include social and cultural organization, kinship and marriage, ethnicity, gender, art and communication, physical and social dimensions of space, symbols, rituals, religion, value systems, cultural growth and change, and adaptation. Readings focus on societies and cultures of contemporary world as well as those of the past. (Also offered as SOCI 5.)

ART

Any student, regardless of major or previous training, who wishes to enrich his or her education may take classes in art. At Holy Names University, the study of art includes both studio and art history courses and is enriched by its inclusion in a liberal arts curriculum. Using the guidelines described in this catalog, it is possible to create a self-designed major which includes art as a component.

A student may complete a Minor in Art by taking a minimum of 21 units of art (lower-division and upper-division combined) selected in consultation with the art faculty advisor. These units must include at least one course in each area: art history or theory, 2-dimensional media, 3-dimensional media, and studio art beyond the introductory level.

Art Courses

1/101(W). History of Western Art (3). A survey of architecture, painting and sculpture of the Western world from ancient through modern times. Prerequisite: ENGL 1B.

11/111. Fundamentals of Drawing (3). Introduction to drawing principles, media and technique, including composition, perspective and chiaroscuro.

13. Graphic Design and Color (3). An introduction to the basic concepts of design, including the study of color. Assignments are intended to develop consciousness of the basis of visual communication, the elements of line, shape, color, and composition. This course strives to develop each individual's creative ability and critical awareness. An introduction to computer generated design is included.

115. Computer Graphics (3). A comprehensive introduction to computer generated art, graphics and digital editing for both fine arts and commercially oriented applications. Areas of design and color theory are explored, particularly as they apply to digital media.

117. Digital Imaging (3). Image manipulation and visual communication by use of such software as Adobe Photoshop, Illustrator, After Effects, and Flash. Two dimensional animation; production of stand-alone desktop media and web applications.

121. Beginning Painting (3). An introductory studio course designed to familiarize students with materials and basic painting techniques. Class will be structured with both individual and group assignments. Focus will be on individualized guidance with emphasis on process. May also be offered with a specialization in one or two media as 121A. Watercolor; 121B. Acrylic; or 121C. Watercolor and Acrylic.

122. Intermediate Painting (3). This class will emphasize a deepening investigation of problem-solving, involving both form and content. Assignments will allow for a wide range of interpretation, and experimentation is encouraged. Students at this level will be expected to articulate goals and participate in class discussions and critiques. May also be offered with a specialization in one or two media as 122A. Watercolor; 122B. Acrylic; or 122C. Watercolor and Acrylic.

123. Advanced Painting (3). Students will be encouraged to pursue and further develop their own artistic vision. Class critiques and discussions are an important aspect of this class. This class attempts to push and strengthen the student conceptually, bridging the gap between idea, methods and materials. May also be offered with a specialization in one or two media as 123A. Watercolor; 123B. Acrylic; or 123C. Watercolor and Acrylic.

132. Multi-Media Printmaking (3). Elements from a variety of printmaking areas are introduced including etching, aquatint, chine colle, water-based monotype, and experimental techniques.

134. Advanced Printmaking Workshop (3). An advanced workshop designed for students who have completed an introductory level printmaking course and who wish to develop

and concentrate their skills and techniques in a specific area. Prerequisite: ARTS 132 or consent of instructor. May be repeated for credit.

141. Ceramics (3). An introduction to the basics of working with clay, including hand building, use of the potter's wheel, and glazing. Emphasis is on the development of individual expression in the creation of both functional vessels and sculptural form.

142. Intermediate/Advanced Ceramics (3). Independent projects are designed to expand the student's range of skill, using a combination of techniques. Emphasis is placed on a broad understanding of all aspects of ceramics, including advanced building techniques, decoration, glaze formulation, and firing.

143. Advanced Ceramics (3). More advanced independent projects are designed to expand the student's range of skill, using a combination of techniques. Emphasis is placed on a broad understanding of all aspects of ceramics, including advanced building techniques, decoration, glaze formulation, and firing.

150. Art and Creativity (3). In this course, students are introduced to art-making and the creative process. Through hands-on projects—exploring tools, techniques, and various media—and a look at the work of some contemporary visual artists, students develop the role of creativity in their lives. This course is especially useful for people who want to work with children.

151. Calligraphy (3). This is an introductory studio and lecture course in the theory and practice of traditional Western calligraphy. The development of calligraphic designs in the West mirrors the stylistic expressions of the major art periods. Following lectures and demonstrations by the instructor, each style will be introduced in its historical context from ancient times through the Renaissance. While the understanding of historical context is essential, equal emphasis will be placed on skill development and personal expression.

161. Photography (3). Fundamentals of black and white photographic techniques—exposure, development, printing. The study of the history and aesthetics of photographic vision through slide lecture, class critique, darkroom and field sessions. A 35 mm camera is recommended.

162. Intermediate Photography (3). Further refinement of personal and aesthetic expression. Introduction to various processes with an emphasis on the cohesive integration of vision and presentation through critique, group discussion and slide presentation.

163. Advanced Photography (3). More advanced refinement of personal and aesthetic expression. More in-depth work with various processes with an emphasis on the cohesive integration of vision and presentation through critique, group discussion and slide presentation.

175. Art of Today (3). Lectures, film presentations and field trips focusing on artists and ideas in the visual arts in the "Post-Modern" world since 1980. Special emphasis is given to the

broad diversity of form and content reflected in the art of our own time.

177. Asian Art and Philosophy (3). An introduction to selected Asian religious traditions in the context of their artistic and philosophical significance. Contrast with Western art will be included to emphasize diverse approaches to subject, composition and technique. (Also offered as PHIL 177).

178. Modern Art History (3). A survey of developments in painting, sculpture and architecture from mid-nineteenth century Realism until the mid-twentieth century and the emergence of Abstract Expressionism, including the social and cultural forces that fueled artistic advances in Europe, the U.S. and Mexico.

181. Beginning Jewelry and Metal (3). Instruction is given in all aspects of centrifugal investment (lost wax) casting and appropriate methods of model making. Limited exposure to non-investment casting.

182. Intermediate Jewelry and Metal (3). Instruction is given in direct metal techniques of fabrication, forging, fusing, shaping and soldering.

183. Advanced Jewelry and Metal (3). Emphasis is placed on personal aesthetic expression. Experimentation in functional and volumetric metalware.

BIOLOGICAL SCIENCE

Biological Science is the study of life. It is a discipline which delves into complex structures of living matter, relationships within and among organisms, and the interactions of these organisms with their environment. The study of biology is based on an interdisciplinary approach that analyzes life and its processes from the molecular to the global level. It is comprised of distinct subfields in evolution, behavior, genetics, development, physiology, microbiology, ecology, cell biology, and molecular biology.

At HNU the study of biology is integrated with study in the humanities. This fosters a sense of social responsibility, an ability to compare and contrast the methods of science with those of other disciplines, an appreciation of the contributions of scientists from many cultures to theoretical and applied research, and an awareness of the interplay between science, history, and cultural evolution. With these integrated foundations in science and humanities, HNU graduates have careers in diverse fields: industry, government, business, medicine, public health, education, technology, multimedia, and research.

The HNU programs in Biological Science balance in-depth conceptual studies with experience in current research methods. The curricula include courses in genetics, immunology, cell and developmental biology, evolution and ecology, animal behavior, molecular biology, natural history, physiology, comparative vertebrate anatomy, medical microbiology, inorganic and organic chemistry, quantitative and instrumental analysis, biochemistry

and metabolism. The fields of evolutionary biology, molecular biology and bioinformatics are integrated within lecture and laboratory classes. Laboratory courses combine individualized instruction and hands-on experiences in laboratories using relevant instrumentation.

In addition, significant portions of many laboratory classes are dedicated to the formulation and completion of independent research. Thus, all students are given the opportunity and guidance to create research plans and see them through to completion. To complement and integrate their own particular scholarly interests, all majors complete a research methodology course and senior seminar in biological science.

Students are encouraged to consolidate their study of biology with a minor or related fields major in mathematics, business, criminology, or psychology, as well as on-site employment in the University laboratories, internships, and undergraduate research. By doing so, they strengthen their theoretical understanding of biology, their critical thinking and problem solving expertise, and their acquisition of marketable technical skills. The University also offers a major in Psychobiology, with coursework in both Biological Science and Psychology. This major provides a strong foundation for HNU's Masters programs in Counseling Psychology, Educational Therapy, Special Education, or other graduate programs in human behavior and neurophysiology.

Prerequisites and Entry into the Programs in Biological Science

Academic advisors confer with each entering student to determine an appropriate course of study based on the student's preparation and objectives. The University offers both the Bachelor of Arts and the Bachelor of Science in Biological Science. Acceptance into either of these degree programs is made after completion of the core prerequisites—BIOL 1A, BIOL 1B, CHEM 1A, and CHEM 1B—with grades of C- or above and a core prerequisite GPA of 2.0 or above. Students intending to major in Biological Science declare as "Pre-Biology" students. Upon successful completion of the prerequisite classes, students are formally accepted into the major. Though both the Bachelor of Arts and the Bachelor of Science degrees prepare students for careers in various fields of biology, the later program should be pursued by students desiring careers in research, academia, or health sciences.

For course requirements for the Bachelor of Arts and the Bachelor of Science in Psychobiology, please refer to the section on Psychobiology in this Catalog. For course requirements for the Bachelor of Arts and the Bachelor of Science in Sport Biology, please refer to the section on Sport Biology in this Catalog.

BACHELOR OF ARTS IN BIOLOGICAL SCIENCE

Preparation for the Major (37 units)

BIOL 1A*, 1B*	Principles of Biological Science with laboratory
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CHEM 1A*, 1B*	General Chemistry (Inorganic) with laboratory
CHEM 18, 18L, 19, 19L	Organic Chemistry I, II with laboratory
PHYS 8A, 8B	General Physics I, II with laboratory
MATH 60	Probability and Statistics

Highly recommended:

Calculus (MATH 11, 12)

**Enrollment in upper-division Biology lecture and laboratory courses requires that each of these courses be completed with a grade of C- or better.*

Requirements of the Major (23 units)**Core Courses:**

BIOL 115	Advanced Human Physiology (3)
BIOL 128, 128L	Integrative Biology with laboratory (3,2)
BIOL 145, 145L	Medical Microbiology with laboratory (3,2)
BIOL 160	Genetics (3)
BIOL 175L	Molecular Biology and Biochemistry laboratory (2)
BIOL 192 (W)	Biology Seminar (3)
BIOL 196	Internship (3)
or BIOL 198	Undergraduate Research (3)

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCE**Preparation for the Major (37 units)****Requirements of the Major (34 units)**

The Core courses listed above (23 units), plus 11 units of electives in upper-division biology, selected from offerings according to student interest. PSYC 124 is eligible for elective credit toward the major.

The Minor

A minimum of 21 units, including BIOL 1A, 1B, plus at least 13 upper-division units in Biology, chosen in consultation with the Biological Science advisor to complement each student's academic major, career goals, and personal interest.

Biological Science Courses

1A. Principles of Biological Science (4). Introduction to the investigation of life at molecular and cellular levels. Specific topics include structure and function of cells, structure and function of macromolecules, cellular respiration, photosynthesis, genetics, and biotechnology. Lecture: 3 hours. Laboratory: 4 hours.

1B. Principles of Biological Science (4). Introduction to the scientific method at organism, population, community, and ecosystem levels. Specific topics will include the origin and diversity of life, evolutionary theory, plant structure and function, a survey of the animal kingdom, organism development, ecology, and animal behavior. Lecture: 3 hours. Laboratory: 4 hours.

11. Human Physiology (3). An integrated study of the functions of the major organs and organ systems of the human body. Emphasizing regulation and integration, this course proceeds from cells and tissues to organ systems. This course is

designed for students officially enrolled in the HNU/Samuel Merritt Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Prerequisites: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better.

11L. Human Physiology Laboratory (2). Laboratory exercises to illustrate the functions of various human systems utilizing microscopic, physiologic, and analytic equipment. This course is designed for students officially enrolled in the HNU/Samuel Merritt Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Laboratory: 4 hrs. Prerequisites: Concurrent enrollment in BIOL 11 and successful completion of prerequisites to BIOL 11.

15. Human Biology (3). A survey of the basic concepts and ideas of biological science, including topics in human physiology. The course combines lecture, laboratory, and demonstration. It fulfills the general education requirement of the University.

17. Human Anatomy (4). Integrated lecture and laboratory study of human anatomy from the microscopic to macroscopic levels. This course provides a survey of the morphological basis for the synthesis of anatomy, physiology, and clinical sciences. This course is designed for Sport Biology majors and students officially enrolled in the HNU/Samuel Merritt Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Lecture: 2 hours. Laboratory: 4 hours.

20. Allied Health Microbiology (3). Designed for those entering allied health professions, this course in microbiology will concentrate on the symbiotic relationships of microorganisms and human beings, focusing on the mechanisms of pathogenesis for a variety of infectious agents. Topics will include ecology, epidemiology, metabolism, immunology, genetics, antimicrobial chemotherapy and control as they apply to these infectious agents. This course is designed for students officially enrolled in the HNU/Samuel Merritt Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Prerequisites: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better.

20L. Allied Health Microbiology Laboratory (2). General techniques of sample collection, isolation, identification of known and unknown infectious agents will be included in laboratory sessions. Additional times of observations beyond the listed laboratory hours are required for certain units. This course is designed for students officially enrolled in the HNU/Samuel Merritt Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Laboratory: 4 hours. Prerequisites: Concurrent enrollment in BIOL 20 and successful completion of prerequisites for BIOL 20.

100. Animal Behavior (3). An introduction to comparative animal behavior with a focus on the interrelationships among genetic, neuro-physiological, and evolutionary mechanisms that mold animal behavior. Course material combines lecture, laboratory, and demonstrations. Prerequisites: BIOL 1B or BIOL 15 or consent of instructor.

110. Environmental Science (3). A survey of the major ecological relationships of importance to urban, rural and wilderness areas. Includes study of sustainable development, natural resources, quality of environment, urban dynamics, population studies and conservation. Field work is included as appropriate for demonstrating various principles. Prerequisites: BIOL 1B or BIOL 15 or consent of the instructor.

111. Kinesiology and Biomechanics (3). The study of human movement from the viewpoint of the physical sciences. Fundamentals of human motion are examined from the biomechanical perspective with emphasis on motor skill application. Lecture and laboratory. Prerequisites: BIOL 1A and 1B, BIOL 17 and PHSC 15 or PHYS 8A or consent of instructor.

115. Advanced Human Physiology (3). An integrated approach to essential concepts of human physiology. Analysis of nervous, endocrine, muscular, sensorimotor, cardiovascular, respiratory, excretory, gastrointestinal and reproductive systems. Prerequisites: BIOL 1A and 1B; CHEM 1A and 1B or consent of instructor.

115L(W). Exercise Physiology Laboratory (2). Theory and application of measurement and assessment procedures related to acute responses and chronic adaptations to exercise. Laboratory: 6 hours. Prerequisite: Concurrent enrollment in BIOL 115 or consent of instructor; ENGL 1B.

117. Comparative Vertebrate Anatomy and Embryology (3). An introduction to gross anatomy of the vertebrate body emphasizing the evolution of the vertebrate body plan, diversity among vertebrates, and functional morphology. The developmental origins of structure and their homologies among organisms are common threads in the lecture and corresponding laboratory. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B or consent of the instructor.

117L. Comparative Vertebrate Anatomy and Embryology Laboratory (2). Laboratory material will stress the descriptive anatomy of representative vertebrates (lamprey, dogfish shark, cat, human, and others). Laboratory: 6 hours. Prerequisite: concurrent enrollment in BIOL 117 or consent of instructor.

120. Natural History of California (3). Study of land forms and life forms found in the state. Lectures will focus on the climate, rocks, soils, plants, and animals from distinctive regions of California. Laboratory time and field trips to Bay Area regional parks will develop an ability to recognize and appreciate locally endangered habitats and wildlife. Lecture, laboratory, and field work. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, or consent of instructor.

128. Integrative Biology (3). Through investigation of a

current issue of public consequence, students will develop the ability to move vertically through biological ideas from the intracellular to the organismal to the ecosystem level, thinking across scales and boundaries like expert biologists. The topic of societal interest chosen will vary and will be promulgated by the specific instructor. Where appropriate, students in the course will be encouraged to share their expertise regarding the course topic with the community. May be repeated for elective credit. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B or consent of instructor.

128L. Integrative Biology Lab (2). Investigations in both the field and laboratory setting may complement the topic chosen for study in BIOL 128. Specific emphasis, however, will be placed upon developing skills and techniques appropriate to apply the scientific method to questions in field biology. May be repeated for elective credit. Laboratory and fieldwork: 6 hours. Prerequisites: concurrent enrollment in BIOL 128 or consent of the instructor.

130. Biochemistry: Information Pathways (4). Exploration of the physical and chemical properties of carbohydrates, lipids, proteins, and nucleic acids with emphasis on the relationship between structure and function. Additional topics include thermodynamics and kinetics of enzymatic reactions. Lecture: 3 hours. Discussion: 1.5 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, CHEM 18 and 19, or consent of instructor.

135. Epidemiology (3). Concepts and methodologies used to study health and the occurrence of disease in human populations. Topics will include measures of disease frequencies and associations with environmental factors, transmission of infectious agents, descriptive and analytical study designs, evaluations of relevant literature and applications of epidemiology in health care. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B or consent of the instructor.

140. Immunology (3). Study of the development of the vertebrate immune system, and how the immune system responds to and protects against exogenous and endogenous factors. The development of long-lasting immunity, vaccines, autoimmune disorders as well as other diseases of the immune system will also be discussed. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, or consent of instructor.

145. Medical Microbiology (3). Exploration of microbial diversity with a concentration on microorganisms that significantly impact the human population. Topics include medically relevant microbial pathogens (including bacteria, viruses, fungi, protozoa and helminths), the host immune response, the microbiota, epidemiology, antimicrobial chemotherapy and other control mechanisms. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, or consent of instructor.

145L. Medical Microbiology Laboratory (2). Laboratory sessions will stress specimen collection, isolation and cultivation techniques, biochemical, molecular, and serological analyses, models of infection, and control of microorganisms. Laboratory:

6 hours. Prerequisite: concurrent enrollment in BIOL 145 or consent of instructor.

150. Cell and Developmental Biology (3). Cell and developmental biology will be explored from molecular, genetic and biochemical perspectives. Topics will include structure and function of organelles and supramolecular structures, cell cycle, cell signaling, gene regulation, cellular differentiation and morphogenesis. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, or consent of instructor.

160. Genetics (3). Principles of Mendelian and molecular genetics, including in-depth consideration of mechanisms of inheritance, structure and function of nucleic acids and regulation of gene expression. Methods and applications of key biotechnologies will also be explored. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B or consent of instructor.

175L. Molecular Biology and Biochemistry Laboratory (2). An introduction to the theory and practice of experimental biochemistry and molecular biology. Laboratory exercises may include bacterial transformation and plasmid purification, cell culture, gene transfer and expression, protein purification and quantification, isolation and analysis of DNA and RNA from eukaryotic cells, immunoassays, PCR, and bioinformatics. Laboratory: 6 hours. Prerequisites: Biology 160 (may be taken concurrently) or consent of instructor.

185. Biochemistry: Physiological Chemistry (3). The metabolism of carbohydrates, lipids, proteins (amino acids) and nucleic acids. Emphasis on intermediate reactions and cycles of metabolism during normal and pathological states. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B.

185L. Biochemistry: Physiological Chemistry Laboratory (2). Techniques for analysis of bodily fluids for changes occurring during various physiological and pathological states. A research project involving the techniques studied will be developed and executed by each student as part of the laboratory. Laboratory: 6 hours. Prerequisites: concurrent enrollment in BIOL 185.

190. Topics in Biology (3). Exploration of biological science topics of interest to science and non-science majors. Topic, course description, and any prerequisite(s) will be promulgated by the specific instructor and listed in the course syllabus.

192(W). Biology Seminar (3). An introduction to research methodology, writing and presentation. Questions of conceptual aspects of research, types of experimental design, control of experimental variables and critical analysis of research in biology are explored. Students make and evaluate scientific proposals and presentations and may execute research on questions of their own. Prerequisites: declared Biological Science major with at least 10 units of upper-division Biology completed and consent of instructor; ENGL 1B.

192H(W). Honors Biology Seminar (3). A research-based alternative to BIOL 192, during which eligible students have the opportunity to directly participate in faculty research. Top-

ics and modes of inquiry will vary and enrollment is contingent upon prior approval of instructor. Prerequisites: declared Biological Science major with at least 10 units of upper-division Biology complete and consent of instructor; ENGL 1B. Instructor signature required for enrollment.

195(W). Sport Biology Seminar (3). A comprehensive study of selected topics in kinesiology research and the relevance of the topics to society. Prerequisites: declared Sport Biology major with at least 10 units of upper-division Biology completed and consent of instructor; ENGL 1B.

196. Internship (1-3, Credit/No Credit). Supervised on- or off-campus experiences in clinical, laboratory, educational or other sites appropriate to specific student career interests. Prerequisites: declared Biological Science or Sport Biology major. Instructor signature required for enrollment.

197. Special Studies (1-2). Specific topics of choice outside the regular Biology curricular offerings, pursued under the guidance of faculty members.

198. Undergraduate Research (1-3). Introduction to methods of research in the fields of biological science. Under the guidance of faculty members, specific research topics are pursued. Instructor signature required for enrollment.

199. Independent Study (1-3). Individual study by students outside the regular curricular offerings, pursued under the guidance of faculty members.

BUSINESS

Holy Names University Business programs integrate the liberal arts with a strong foundation in the fundamental components of business: management, accounting, finance, economics, marketing, and leadership. Courses utilize a case study approach to help students sharpen their analytical and communication skills. Faculty bring up-to-date, practical information about business and institutions into all classes.

Holy Names University programs are distinctive because of the strong value they place upon diversity in the classroom and in the workplace and because they promote ethics and principles of socially responsible business across the curriculum. The richness of our programs provides a quality education that prepares students for complex professional responsibilities and service. Business students are required to complete their General Education requirements. ECON 1 or ECON 2 and ECON 15 qualify as satisfying both general education and Business preparation requirements.

Graduates of our Business programs develop careers in a variety of areas, including banking and finance, accounting, insurance, manufacturing, retail, technology, small business administration, consulting, communications, and the nonprofit sector (such as healthcare, education, and government). They also pursue graduate degrees in business, law, organizational development, education, communications, and public administration.

BACHELOR OF ARTS IN BUSINESS

The Bachelor of Arts in Business offers five concentrations: Business Communication, International Business, Management, Marketing, and Sports Management. These concentrations offer students a liberal arts education experience while stressing basic business functions, managerial concepts, marketing skills, and oral, visual, and written presentations applicable within the business organization. Students will be prepared for a wide variety of careers in business, not-for-profit and government organizations, as well as graduate school.

By the end of their academic program as business majors at Holy Names University, students should be able to:

- Design a business plan and see it to completion
- Apply rational approaches to making business decisions
- Practice in a team setting with a diversity of individuals
- Demonstrate effective writing and oral presentation skills
- Demonstrate a grasp of the theoretical aspects of specific business disciplines
- Demonstrate problem solving skills
- Explain the role of ethics with respect to business issues
- Describe the value of business to the larger society
- Demonstrate the ability to use technology to solve business problems

All students seeking a BA in Business must complete the following courses in preparation for the major.

Preparation for the Major

BSAD 11,12*	Principles of Accounting (4,4)
BSAD 18	Business Law (3)
BSAD 20	Quantitative Methods for Business and Economics (3)
BSAD 30 or 130	Principles of Management or Business Management (3)
BSAD 10C	Spreadsheets (2)
ECON 1	Macroeconomics (3)
ECON 2	Microeconomics (3)
ECON 15	Statistics (3)

Students pursuing an International Business concentration must also complete:

PSCI 6	World Politics and Geography (3)
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Students pursuing a Marketing concentration must also complete:

PSYC 1	Fundamentals of Psychology (3)
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* Students in the Adult Baccalaureate Degree program will complete the Principles of Accounting sequence with 3 courses: BSAD 10, 11, 12 (3 units each) at HNU, or transfer in 2 semesters of accounting (4 units each).

Requirements of the Major

For each concentration, in addition to preparation for the major courses, students complete the following courses.

Concentration: Business Communication (31 units)

ARTS 115	Computer Graphics (3)
ENGL 108(W)	Professional Writing (3)
BSAD 129	Business Finance (3)
BSAD 148(W)	Organizational Behavior (3)
BSAD 160	Principles of Marketing (3)
BSAD 195(W)	Strategic Management (3)
COMM 101	Organizational Communication (3)
COMM 110	Presentation Strategies (3)
COMM 143	Group Processes and Communication (3)
COMM 196	Internship (1) (not required for adult baccalaureate students)
PHIL 156	Ethics at Work (3)

Several elective courses are highly recommended for the Business Communication concentration.

ARTS 13	Graphic Design and Color (3)
ARTS 117	Digital Imaging

Concentration: International Business (30 units)

ENGL 108(W)	Professional Writing (3)
BSAD 113(W)	Survey of Global Business (3)
BSAD 129	Business Finance (3)
BSAD 151	Business, Government, and Society (3)
BSAD 160	Principles of Marketing (3)
BSAD 195(W)	Strategic Management (3)
PHIL 156	Ethics at Work (3)
PSCI 102	Contemporary Political Systems (3)
PSCI 120	Dynamics of International Relations (3)

Choose **one** of the following Area Courses:

HIST 124	History of Contemporary Europe (3)
HIST 160	Contemporary Central America (3)
HIST 162	Contemporary Latin America (3)
HIST 165	Contemporary China and Japan (3)
HIST 169	Cultural History of Asia (3)

Concentration: Management (30 units)

BSAD 105	Decision Analysis for Business (3)
ENGL 108(W)	Professional Writing (3)
BSAD 113(W)	Survey of Global Business (3)
BSAD 129	Business Finance (3)
BSAD 145	Human Resource Management (3)
BSAD 148(W)	Organizational Behavior (3)
BSAD 151	Business, Government, and Society (3)
BSAD 160	Principles of Marketing (3)
BSAD 195(W)	Strategic Management (3)
PHIL 156	Ethics at Work (3)

Concentration: Marketing (30 units)

BSAD 105	Decision Analysis for Business (3)
ENGL 108(W)	Professional Writing (3)
BSAD 113(W)	Survey of Global Business (3)
BSAD 129	Business Finance (3)
BSAD 151	Business, Government, and Society (3)
BSAD 160	Principles of Marketing (3)

BSAD 161	Consumer Behavior (3)
BSAD 165	Marketing Research (3)
BSAD 195(W)	Strategic Management (3)
PHIL 156	Ethics at Work (3)

Concentration: Sports Management (30 units)

ENGL 108(W)	Professional Writing (3)
BSAD 113(W)	Survey of Global Business (3)
BSAD 129	Business Finance (3)
BSAD 145	Human Resource Management (3)
BSAD 148(W)	Organizational Behavior (3)
BSAD 160	Principles of Marketing (3)
BSAD 170	Sports Program Organization and Leadership (3)
BSAD 171	Sports Marketing and Public Relations (3)
BSAD 195(W)	Strategic Management (3)
PHIL 156	Ethics at Work (3)
MBA Course Option	

Students in their senior year with a 3.0 GPA in business courses and an overall GPA of 2.6 may, with the permission of the director of the MBA program and their advisor, take 2 MBA courses. These courses may count toward both their bachelor's and MBA degree at Holy Names University. Students must later apply and be accepted into the MBA program to continue that degree.

BACHELOR OF SCIENCE IN ACCOUNTING

The accounting major includes a range of topic-specific courses, ranging from accounting principles to taxation and cost accounting, and uses analytical and organizational method to enhance a firm's success. Students with an accounting major, particularly those with a Liberal Arts core, have been in employers' demand for the last half century. Today, as a result of Sarbanes-Oxley, accountants and Certified Public Accountants (CPA) are in even higher demand. HNU's Bachelor's of Science in Accounting will prepare students for careers that will improve the community in which they live and work by equipping them with, in addition to the liberal arts, expertise in financial information analysis, decision analysis, and managerial and financial accounting.

Preparation for the Major

BSAD 11	Financial Accounting (4)
BSAD 12	Managerial Accounting (4)
BSAD 18	Business Law (3)
BSAD 20	Quantitative Methods for Business (3)
BSAD 30 or 130	Principles of Management or Business Management (3)
BSAD 10C	Spreadsheets (2)
ECON 1	Macroeconomics (3)
ECON 2	Microeconomics (3)
ECON 15	Statistics (3)

Requirements of the Major (45 units)

BSAD 105	Decision Analysis (3)
ENGL 108(W)	Professional Writing (3)
BSAD 113(W)	Survey of Global Business (3)
BSAD 120A	Intermediate Financial Accounting (4)

BSAD 120B	Intermediate Financial Accounting (4)
BSAD 122	Federal Income Tax Accounting (3)
BSAD 121	Advanced Theory in Financial Accounting (4)
BSAD 123	Auditing (3)
BSAD 124	Financial Information Analysis (3)
BSAD 129	Business Finance (3)
BSAD 148(W)	Organizational Behavior (3)
BSAD 160	Principles of Marketing (3)
BSAD 195(W)	Strategic Management (3)
PHIL 156	Ethics at Work (3)

The Business Minor

ECON 1,2; BSAD 11,12; plus 9 additional units in BSAD courses approved by a faculty advisor in the Department of Business, for a total of 23 units.

The Accounting Minor

BSAD 11, 12; BSAD 120A, 120B, plus a minimum of 6 additional units from the Advanced Accounting courses approved by a faculty advisor in the Department of Business, for a minimum total of 22 units.

Business Courses

10C. Spreadsheets (2). Solving problems with a spreadsheet: computations, functions, charts, formatting, and simple database.

11. Introduction to Financial Accounting (4). The identification, measurement, and reporting of financial effects of events on enterprises, with a particular emphasis on business organization. Preparation and interpretation of balance sheets, income statements, and statements of cash flows.

12. Introduction to Managerial Accounting (4). The uses of accounting systems and their outputs in the process of management of an enterprise. Classification of costs and revenue on several bases for various uses; budgeting and standard cost accounting; analyses of relevant costs and other data for decision making. Prerequisite: BSAD 11.

18. Business Law (3). General principles of business law including contracts, agency, negotiable instruments and employee rights. The current issues of labor relations, consumer law, and property law are also discussed.

20. Quantitative Analysis for Business and Economics (3). The course covers exponentials and logarithms, relations and functions, and simultaneity in supply and demand models for business analysis. The analysis of change and optimization, using several methods including aspects of constrained optimization, is exemplified through simple case studies. An introduction to dynamic analysis via integration is also included. Case studies illustrate the applications of those methods to economics, finance, marketing, and other disciplines. Prerequisite: Placement at GE level mathematics or successful completion of MATH A at HNU.

30. Principles of Management (3). An introductory course providing an overview of the many roles and functions of management in organizations. Topics include: evolution of

management; the external environments of business; managers as decision makers, strategists and planners; human resource management; organizational structure and culture; and management of information systems.

105. Decision Analysis for Business (3). Students will develop various quantitative applications of modern decision-making analysis and concepts. Modeling tools including spreadsheet analysis, linear programming and related optimization techniques, as well as other deterministic simulation, sensitivity, decision tree analysis and related topics will be discussed. Prerequisites: ECON 15, BSAD 20, and BSAD 10C.

107. Managerial Accounting (3). The uses of accounting information in planning and controlling, and the financial activities and needs of internal parties and of the organization's managers are explored. Analysis of cost and other data related to the management function: budgeting responsibility, accounting, approaches to evaluating alternative choices, product costing and other related topics are included. Prerequisite: BSAD 12.

113(W). Survey of Global Business (3). Analysis of the organizational and operational problems and strategies firms must face and pursue in order to be successful in the global marketplace. The global imperatives are examined with attention to the marketing, economic, cultural/religious, human resources, logistics, manufacturing, financial, social, and political ramifications involved in world business. Modern and post-modern theories of international trade are also examined. Students are required to provide a research paper. Prerequisite: ENGL 1B.

120A. Intermediate Financial Accounting (4). An intermediate-level course in the theory and practice of financial accounting. The measurement and reporting of the economic effect of events involving working capital and long-term plant assets, investment in securities, intangible assets. Prerequisites: BSAD 11 and 12.

120B. Intermediate Financial Accounting (4). An intermediate-level course in the theory and practice of financial accounting. The measurement and reporting of the economic effect of events involving working capital and long-term plant assets, investment in securities, intangible assets. Prerequisites: BSAD 120A.

121. Advanced Theory in Financial Accounting (4). Sources of long term capital; funds statements, financial analysis, accounting for partnerships, consolidated financial statements, adjustments of accounting data using price indexes; accounting for the financial effects of pension plans; other advanced accounting problems. Prerequisites: BSAD 120A.

122. Federal Income Tax Accounting (3). Determination of individual and corporation tax liability; influence of federal taxation on economic activity; tax considerations in business and investment decisions. Prerequisites: BSAD 120A.

123. Auditing. (3) Concepts and problems in the field of professional verification of financial and related information, including ethical, legal and other professional issues, historical developments, and current concerns. Prerequisites: BSAD 120A (may be taken concurrently).

124. Financial Information Analysis (3). This course is designed to: 1) develop basic skills in financial statement analysis; 2) teach students to identify the relevant financial data used in a variety of decision contexts, such as equity valuation, forecasting firm-level economic variables, distress prediction and credit analysis; 3) help students appreciate the factors that influence the outcome of the financial reporting process, such as the incentives of reporting parties, regulatory rules, and a firm's competitive environment. Prerequisites: BSAD 120A.

125. Special Topics in Accounting (3). A variety of topics in accounting with emphasis on current problems and research. Prerequisites: BSAD 120A.

129. Business Finance (3). A study of the forms and sources of financing business firms, allocating and controlling capital, evaluating performance, capitalization, expansion and reorganization, securities markets and sources and uses of financial information. Prerequisite: BSAD 12.

130. Business Management (3). A course examining the competing roles and tasks of managers including managers as: mentors, facilitators, coordinators, monitors, directors of planning, producers, and negotiators. Emphasis is placed on skills needed to effectively fill these roles including project management, planning and goal setting, managing conflict, building teams, and promoting innovation.

145. Human Resources Management (3). An overview of personnel activities covering a wide range of corporate responsibilities and understanding U.S. government law including; EEOC rules, OSHA regulations, ethics, labor regulations, hiring, interviewing, compensation and organizational development. Prerequisite: BSAD 30/130.

148(W). Organizational Behavior (3). A study of human behavior within organizations. This course studies examines the impact of organizations on individuals and groups and explores how managers can support and develop people for the benefit of both individuals and institutions. Topics include career development, perception, motivation, group dynamics, leadership, power and influence, conflict and ethical issues within organizations. Prerequisite: ENGL 1B. (Also offered as PSYC 148W.)

151. Business, Government, and Society (3). This course will analyze the interdependencies of business, government, society, and the natural environment. It examines issues including the role of the corporation, public policy and the corporation, corporate social responsibility, ethical dilemmas in business, managing business-government relations, environmental issues, and the responsibilities of business to stakeholders.

153(W). Organizational Theory (3). This course provides an analysis of contemporary complex organizations and competitive, fast changing environments that are driving them to restructure, downsize, and re-engineer. It investigates how organizations have evolved, how they work, how they are designed, major issues confronting them, and how they can be improved. Several different organizational models are explored in depth. Emphasis is given to

leading organizational development, with special attention to culture, conflict resolution, decision-making, communication, power, and organizational responsibility to all stake holders. Prerequisite: ENGL 1B.

160. Principles of Marketing (3). This course explores the marketing concept, develops the marketing mix and examines basic marketing institutions: merchandising, wholesaling, distribution channels, pricing, advertising, marketing research, and how they have been influenced by a global economy.

161. Consumer Behavior (3). Students will study the dynamics of how and why consumers buy things. Presented from the perspective of the product producer making marketing decisions that will affect consumers purchasing decisions. An in-depth view of the many factors influencing consumer purchasing decision-making process, including values, personality, social groups, learning, research and culture. Prerequisites: BSAD 160, PSYC 1A, or consent of the instructor.

165. Marketing Research (3). Students will examine market research techniques including various statistical and analytical methods, as applied within a business application. Students are expected to investigate a market problem or question and produce a research project. This course examines qualitative and quantitative research methodologies, secondary, primary research, questionnaire design and implementation, sampling and data analysis. Students are required to provide a research paper. Prerequisites: BSAD 160, ECON 15.

170. Sports Program Organization and Leadership (3). This course studies the historical development of sports management as a profession. Various leadership styles are explored as well as an overview of total management responsibilities including personnel management, strategic planning, program philosophy, and organization structure.

171. Sports Marketing and Public Relations (3). Principles of marketing sports at the amateur, collegiate, and professional levels are examined, with special emphasis on consumer behavior, promotional licensing, sponsorship, fundraising, and the understanding of a sport as a product. Integration of elements of market segmentation, pricing, and communication is explored.

195(W). Strategic Management (Capstone Course) (3). The course requires a project focused in the student's area of concentration. This capstone course is designed to integrate and apply skills and knowledge acquired in the fundamental business courses to basic management problems and the formulation of business strategy. Emphasis is given to case analysis. Prerequisites: BSAD 160 and BSAD 129, completed or concurrent; ENGL 1B.

196. Internships (1-3). Supervised off-campus experience in business offices, banks, government agencies. Interns will develop a learning/work plan with a faculty advisor.

Economics Courses

1. Principles of Economics (Macro) (3). An introduction to the principles and tools of economic analysis with emphasis on

national incomes, employment, money and banking, business fluctuations, and economic growth.

2. Principles of Economics (Micro) (3). An introduction to the principles and tools of economic analysis with emphasis on the price system, market structures, the distribution of income, public expenditures, taxation, debt, the international economy and other economic systems.

15. Statistical Methods (3). Methods of analyzing quantitative economic data, including the use and interpretation of frequency tables and graphical representation, measures of central tendency and variability, probability, sampling theory, and hypothesis testing. Prerequisites: Placement into GE level mathematics or successful completion of MATH A at HNU.

101. Financial Markets (Macro-Economics) (3). The money supply and financial markets both influence and are influenced by the production and distribution of goods and services. This course will examine the economic principles underlying the observed behavior of financial institutions and markets. Topics to be explored include foreign exchange markets, the global interconnections among financial markets and the social impact of monetary and financial phenomena. Prerequisite: ECON 1 and 2.

102. Intermediate Economics (Micro-Economics) (3). The formulation and explanation of the theory of output, cost, pricing process, market situations and the employment of and returns to the factors of production. Prerequisite: ECON 1 and BSAD 20 or MATH 7.

CAREER AND LIFE PLANNING

The Career and Life Planning program gives students the opportunity to explore the career planning process as part of their university course work.

Career and Life Planning Courses

93/193. Career Strategies (1). Focusing on the skills necessary for effective career and life planning this course will assist students in assessing their own values, interests, skills and academic goals in order to make career choices. Specific topics will include assessment, informational interviews, resume and cover letter writing, and interview preparation.

95. Applications of Learning Theory (3). This course is designed to give students opportunities to reflect on prior academic strategies; utilize assessment tools to understand academic strengths and weaknesses; understand personal learning styles; create academic goals and an individual plan for success; and utilize campus resources.

97. Connections Project Lab (1). Experiential course required for first year students.

191. Educational Leadership: Theory and Practice (1). This course serves as training for students interested in participating as Peer Mentors for the Connections Project First Year Experience Program. The course provides a foundation in theories of

leadership, transition, and student development and introduces students to the mission and core values of the University. The course is open to any student. Those who are selected to serve as Peer Mentors will have the opportunity to apply what they have learned in CALP 191 in a practicum setting in CALP 192.

192. Educational Leadership: Peer Mentoring Practicum

(3). This course serves as a practicum designed to strengthen leadership skills for students selected as Peer Mentors for the Connections Project First Year Experience Program. Through weekly cohort meetings with first year students, development and implementation of first year programming, and ongoing in-class reflection, students engage with issues related to new student transition, social support, leadership, and mentoring while serving the larger University community. This course may be repeated once for credit. Prerequisite: CALP 191.

195. Mother Marie Rose Seminar in Social Justice (1, Credit/No Credit).

This seminar is a corequisite for participation in community service trips such as the spring break trip to Tutwiler, Mississippi. May be repeated for credit with instructor's permission. Additional fees are required for courses including travel. Please consult with Director, Center for Social Justice and Civic Engagement.

196/296. Career Exploration: Internships (1-3, Credit/No Credit).

Through internships in business or community service settings, students will have opportunities to explore areas of career interest, gain practical work experience, and begin building a network of potential colleagues and employers. Highly recommended for students in all majors.

CHEMISTRY

For students outside of the Biological Science and Sport Biology majors, a minor in Chemistry consists of CHEM 1A and 1B, plus at least 11 other units in chemistry, including at least one laboratory course. BIOL 130, 175L, 185, and 185L are eligible for credit towards the Chemistry minor.

Chemistry Courses

1A. General Chemistry and Qualitative Analysis (5). Fundamental principles of chemistry, with laboratory work emphasizing qualitative methods of analysis. Gases, stoichiometry, chemical bonding, thermochemistry. Lecture: 3 hours. Laboratory: 4 hours. Discussion: 2 hours. Prerequisites: Placement at GE level mathematics or successful completion of MATH A at HNU.

1B. General Chemistry and Quantitative Analysis (5).

Fundamental principles of chemistry, with laboratory work emphasizing quantitative methods of analysis. Ionic solutions, acids and bases, solubility, equilibrium, kinetics, electric cells, and nuclear chemistry. Lecture: 3 hours. Laboratory: 6 hours. Prerequisite: CHEM 1A with a grade of C- or better.

7. Introductory Chemistry for Health Science (4). An introduction to topics in inorganic, organic and biological chemistry for students enrolled in the Sport Biology or HNU/Samuel

Merritt Nursing Preparation Program. If space allows, other interested students may enroll, provided they have fulfilled the prerequisites and have the permission of the Chair of Mathematics and Science. Prerequisite: Placement at GE level mathematics or successful completion of MATH A at HNU. Lecture: 4 hours. Laboratory: 4 hours.

18. Organic Chemistry I (3). Introduction to the basic theoretical concepts of organic chemistry. Methods of preparation, general reactions, and nomenclature of important classes of organic compounds. Lecture: 3 hours. Prerequisite: CHEM 1B with a grade of C- or better.

18L. Laboratory Techniques of Organic Chemistry I (1).

Laboratory work introduces basic techniques and procedures used in laboratory synthesis. Laboratory: 4 hours. Prerequisite: concurrent enrollment in CHEM 18.

19. Organic Chemistry II (3). Continuation of Organic Chemistry I. Includes discussion of multistep synthesis, the chemistry of polycyclics and heterocyclics, and more general basics necessary for biochemistry. Lecture: 3 hours. Prerequisite: CHEM 18 with a grade of C- or better.

19L. Laboratory Techniques of Organic Chemistry II (1).

Microscale laboratory work includes multistep synthesis and identification of representative organic structures. Laboratory: 4 hours per week. Prerequisites: concurrent enrollment in CHEM 19.

COMMUNICATION STUDIES

The rapidity and complexity that define today's technological advances make clear communication more crucial than ever before. Writers, speakers, and presenters will always be in demand to articulate our vision of the future. Communicating ideas in the workplace, in the classroom, or on the Internet demands clarity, precision, efficiency, visual impact, and an awareness of diverse audiences.

Learning effective communication skills for use before various audiences has consequently become an essential requirement for any HNU undergraduate. For the student who wants to refine these skills, advanced courses in debate, persuasion, negotiation, management and intercultural communication, and visual and electronic presentation provide solid professional preparation.

The Communication Studies discipline offers training in written, spoken, and visual communications through a carefully selected group of interdisciplinary courses. Classes in graphical presentation, computer-assisted design, writing, and the dynamics of group processes support the advanced speech courses. Over the past few years, numerous Communication Studies students have participated in internship opportunities available in our urban East Bay location. Students complete their training by demonstrating their enhanced speaking, writing, and presentation skills in the Senior Colloquium. Communication Studies offers graduates invaluable preparation for careers in business management, public relations, media, advertising, teaching, and law.

In addition to the major, the University offers a minor in Communication Studies. Students may also opt to combine Communication Studies with another discipline in a related-fields or self-designed major.

BACHELOR OF ARTS IN COMMUNICATIONS STUDIES

Preparation for the Major (9 units total)

- COMM 001 Essential of Interpersonal Communication and Effective Speaking (3)
 ARTS 13 Graphic Design and Color (3)
or ARTS 115 Computer Graphics (3)
 ECON 015 Statistics (3)
or PSYC 063 Statistical Methods (3)

Requirements of the Major (30 units total)

- COMM 101 Organizational Communications (3)
 COMM 108(W) Professional Writing (3)
 COMM 110 Presentation Strategies (3)
 COMM 115 Theories in Human Conversation (3)
 COMM 122 Negotiation and Conflict Management (3)
 COMM 130 Communication Research (3)
 PSYC 143 Group Process and Communication (3)
 COMM 195 Senior Seminar in Communication Studies (3)

Plus two courses (6 units) selected from:

- COMM 121 Introduction to Multimedia and Hypermedia (3)
 COMM 165 Themes in Communication Studies (3)
 A. Interpersonal
 B. Gender
 C. Intercultural
 D. Leadership
 E. Performance Studies
 F. Mediated and Mass Communication
 G. Family Communication
 COMM 196 Internship (3)
 COMM 197 Special Topics in Communication (1-3)

The Communication Studies Minor (21 units)

Requires a minimum of 21 units in Communication Studies, as advised.

MULTIMEDIA ARTS AND COMMUNICATION STUDIES

The Multimedia Arts and Communication Studies major develops multidisciplinary skills in spoken, written, visual, and graphic communication. The major begins with lower-division traditional and foundational courses in both disciplines. These courses prepare students for the upper-division skill refinement and enhanced modes of expression that are necessary to be competitive in today's employment market. The program tailors itself to HNU's technological capacities, while recognizing that technology has its limits, and human face to face communication is crucial in becoming a well rounded and civically engaged participant in society. The major focuses on the application of technology to the process of communication.

BACHELOR OF ARTS IN MULTIMEDIA ARTS AND COMMUNICATIONS STUDIES

Preparation for the Major (12 units total)

- ARTS 11 Fundamentals of Drawing (3)
 ARTS 13 Graphic Design and Color (3)
 ARTS 1 History of Western Art (or Equivalent by Advisor Approval) (3)
 COMM 1 Essential of Interpersonal Communication and Effective Speaking (3)

Requirements of the Major (30 units total)

- ARTS 115 Computer Graphics (3)
 ARTS 117 Digital Imaging and Animation (3)
 ARTS 132 Multi-Media Printmaking (3)
 ARTS 161 Photography (3)
 COMM 101 Organizational Communications (3)
 COMM 110 Presentation Strategies (3)
 COMM 121 Introduction to Multimedia and Hypermedia (3)
 COMM 108(W) Professional Writing (3)

Plus two courses selected from:

- 1 Advanced Art workshop/course (3)
 COMM/ARTS 196 Internship (3)
 COMM 197 Special Topics in Communication (3)
 PSYC 143 Group Process and Communication (3)
 BSAD 160 Principles of Marketing (3)

Communication Studies Courses

1. Essentials of Interpersonal Communication and Effective Speaking (3). This required General Education course surveys intrapersonal, interpersonal, small group and formal presentations communication. Public speaking skills, research, and organization are emphasized. Formal platform performances are a course requirement.

101. Organizational Communication (3). This course concentrates on communication processes and problems in the workplace. Learning and practicing the essential components of interviewing, negotiating, resolving conflicts and developing formal proposal presentations includes both individual and collaborative assignments. Prerequisite: COMM 1 (or equivalent approved by program director).

108(W). Professional Writing (3). An advanced writing course designed to help students prepare for the writing done in various professional occupations. The class helps the writer vary style and tone for different audiences and utilizes small group discussion and peer editing to improve critical thinking and writing skills. Many of the assignments are related to "real-world" writing situations such as formal and informal reports, statements of purpose, memos, profiles, résumés, and proposals. For Liberal Studies and English majors, this course satisfies the requirement for an upper-division writing class. (Also offered as ENGL 108(W).) Prerequisite: ENGL 1B.

110. Presentation Strategies (3). Public speaking, argumentation and persuasion are the prime aspects of this hands-on course

in formal speaking situations. Students work both individually and in teams as they study persuasive speech formats, rhetorical fallacies, ethical perspectives and competitive debate structures. Prerequisite: COMM 1 (or equivalent approved by program director).

115. Theories in Human Communication (3). This course is a survey of general, thematic, and contextual theories of human communication. It examines the history, utilization, and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course. Prerequisite: COMM 1 (or equivalent approved by program coordinator).

121. Introduction to Multimedia and Hypermedia (3). Evaluation of existing multimedia and hypermedia materials; the design, implementation and evaluation of projects in multimedia and hypermedia, including web page authoring and development of online tools.

122. Mediation and Conflict Resolution (3). This course focuses on communication frameworks for systematic analysis and exploration of the sources of conflict and creative alternatives for resolving it. Students explore how to improve social relations at all levels of interaction—intrapersonal, interpersonal, inter-group, and intercultural—while learning and practicing the essential skills of negotiation, mediation, arbitration, and conflict resolution through individual and collaborative assignments.

130. Communication Research (3). An introduction to contemporary interpretive and quantitative methods in communication research. This course will help students to understand, measure, and explain communication behaviors from qualitative and quantitative perspectives. Students will be introduced to methods such as field observation, ethnography, and content analysis as well as experimentation, structured observation, and survey design, including the analysis and interpretation of results. Prerequisite: COMM 1 (or equivalent approved by program coordinator).

143. Group Processes and Communication (3). This course is designed to give an understanding of interpersonal, group, and intergroup behavior using experiential learning methods. Topics covered include verbal and nonverbal communication, problem solving, conflict management, leadership, competition and cooperation, norms and climate, intergroup influence. Limited enrollment. (Also offered as PSYC 143, SOCI 143.) Prerequisite: COMM 1 (or equivalent approved by program coordinator).

165 (A-G). Each semester a minimum of one communication them based course is offered. Prerequisite: COMM 1 (or equivalent approved by program coordinator).

A. Interpersonal Communication (3). This course examines the dynamics of relational communication as well as humanistic and social scientific theories of interpersonal relations. Topics include impression management, attraction, love, conflict, and

the dark side (deceit and deception).

B. Gender Communication (3). This course provides an overview of the relevant research on gender issues and the construction of gender through mediated forms. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated.

C. Intercultural Communication (3). This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, language, interethnic/intergroup communication, identity and adaptation.

D. Leadership Communication (3). This course offers techniques for communicating clearly and persuasively in a way that inspires action. Topics include tailoring communications to different audiences, applying the principles of logical reasoning in structuring communications, connecting authentically with an audience through a unique leadership style, and creating compelling, high-impact presentations and communications.

E. Survey in Performance Studies (3). This course focuses on the critical terms and practices of the contemporary study of performance. Several key terms and important genres of artistic and social performance will be engaged through an in-depth analysis of live and recorded performances as well as performance texts. The course will draw disciplinary methodologies from anthropology and ethnography in addition to employing concepts from literary and cultural theory. Projects combine written and performance elements to help students develop as scholar-practitioners.

F. Mass Communication (3). This course considers the crucial roles that media play in modern society, with emphasis on theoretical perspectives and ethical clarification. The course focuses on the structure and history of media industries. Students gain a critical, contextual understanding of media structures, history, and theories.

G. Family Communication (3). This course provides an examination of family communication theory as it applies to interaction and cognition within the rich context of our earliest group membership. Role formation, identity development and a range of family structures across the life span will be emphasized in both modern and historical contexts. Students will apply theory to understand and analyze their own and others' familial communication experiences.

195. Senior Seminar in Communication Studies (3). This seminar is a capstone course in which seniors produce an original research or creative project. The course addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Prerequisite: major in Communication Studies.

196. Senior Internship (1-3). Supervised work experience in industry, business, non-profit, and/or community agencies or mass media. Prerequisites: COMM 102, COMM 108W, COMM 101, and COMM 110.

197. Special Topics (3). May focus on topics such as conflict resolution, media and society, interpersonal communication, gender and communication, etc. Prerequisites: COMM 101 and COMM 110.

CRIMINOLOGY

Criminology studies the etiology, prevention, control, and treatment of crime and criminal behavior. Traditionally the field of Criminology has been closely aligned with the discipline of sociology, and focused on the social origins of crime and criminal behavior, as well as societal reactions towards it. The Criminology program at Holy Names University is interdisciplinary in nature. The major consists of courses dealing specifically with the subjects of crime and criminal justice, as well as a combination of sociology and psychology coursework. The major has a requirement of 32 upper division units, plus an additional 12 units of preparation. The courses are designed to give the students a broad overview of the criminal justice system and an array of theoretical perspectives and methodological approaches to the study of crime and constructive interventions to criminal behavior. Within the major students may pursue a forensic psychology concentration, which provides a greater emphasis on psychology coursework, or a more generalist program, which substitutes more sociology coursework. The degree prepares students for work in the specific areas of law enforcement or probations, juvenile justice, the courts, corrections, or victim services. The program's research focus provides a foundation for leadership and analytic positions, as well as graduate work in sociology, forensic and counseling psychology, social work, and law. In adherence to the mission of HNU, the overall program is concerned with promoting social justice and the common good for those working within the criminal justice system.

To these ends, students who graduate with a Bachelor of Arts degree in Criminology will be able to 1) Use criminological theories to analyze and understand crime and criminal behavior, including its legal, social and economic dimensions within the United States and internationally; 2) Apply research methods used in the field of Criminology; 3) Critically analyze criminological research and policy responses to crime; 4) Apply criminological knowledge and skills in the community, public service, and/or advanced study; 5) Describe the goals, application and legal processes of the agencies comprising the criminal justice system and criminal law; 6) Explain the relationship between social justice and criminal justice; 7) Analyze criminal behavior from a biopsychosocial perspective, as well as recognizing risk factors for developing criminal behavior; 8) Utilize technology in the study of crime and criminal behavior; and 9) Effectively communicate orally and in writing.

ALLIANT INTERNATIONAL UNIVERSITY AND HNU

Alliant International University's MS in Applied Criminology program agreed to accept for admission any graduate from Holy Names Criminology, Sociology or Psychology programs who has earned a Bachelor's degree with a cumulative grade point average of 3.0 or higher. Any student who wishes to gain ac-

ceptance to the MS Program under this agreement must submit only the student information section of the CSFS Admissions Application and their official transcripts; the application fee and all other application materials will be waived. Students may apply, be accepted and enroll in the MS Program two full academic years after the student's Holy Names Bachelor's degree has been conferred.

BACHELOR OF ARTS IN CRIMINOLOGY

Preparation for the Major

PSYC 1	Introduction to Psychology
PSYC 63	Statistical Methods
SOCI 1	Introduction to Sociology
CRIM 1	Introduction to Criminology

Requirements of the Major (32 upper-division units)

SOCI 108(W)	Field Methods
CRIM 120	The Criminal Justice System
CRIM 135	Juvenile Delinquency & Juvenile Justice
CRIM 163	Theoretical Images of Deviance and Social Control
CRIM 195(W)	Senior Seminar in Criminology
CRIM 192	Internship Seminar in Criminology
or CRIM 198	Undergraduate Research

Forensics concentrators would do all three of the following Psychology courses; Generalists would choose two.

PSYC 160	Psychology of Personality
PSYC 167	Counseling Theories
PSYC 168	Psychopathology

Generalists would do three of the following Sociology courses; Forensics concentrators would choose two.

SOC 160	The City
SOC 162	Contemporary Social Problems
SOCI 165	Racial and Ethnic Issues
SOCI 168	Community Psychology
SOCI 169	Power and Powerlessness

The Minor (21 Units)

The Minor must include the following: CRIM 001, CRIM 120, CRIM 135 and CRIM 163

Criminology Courses

1. Introduction to Criminology (3). This course introduces students to the sociological and psychological study of crime and criminal behavior. The historical roots of criminology as well as current controversies will be studied. An overview of criminal law and the criminal justice system are discussed, as well as issues of punishment, rehabilitation, prevention and social reform.

120. The Criminal Justice System (4). This course provides a detailed examination of the workings of the criminal justice system, including the roles played by police, judges and other court officials, corrections and parole officers, lawyers, therapists and other advocates.

135. Juvenile Delinquency and Juvenile Justice (3). An examination of the various theories of delinquent behavior and an introduction to the field of juvenile justice practice. This course explores the social, historical and legal context within which delinquency and juvenile justice occur.

163. Theoretical Images of Crime, Deviance and Social Control (4). This course provides a detailed overview of ten major theoretical traditions for understanding crime and deviance, as well as the policy implications and social control methods recommended by each theoretical perspective. Some attention will be given to empirical studies to see how well the theories meet the test of material reality. (Also offered as SOCI 163)

192. Internship Seminar in Criminology (4). This course provides an opportunity for students to integrate theory and practice through an on-campus seminar and a supervised off-campus internship at an organization related to the field of criminology. In the seminar, students reflect upon and share their internship experiences and link those experiences to research and theories within the major. Students are responsible for finding their own internship and must have the internship approved by the instructor before the start of the course.

195(W). Senior Seminar in Criminology (4). This capstone course completes the major by integrating knowledge and insights from other courses into a comprehensive view of the discipline. As part of the seminar, students present a critical reflection on a criminological theory in both written and seminar format. Prerequisite: Criminology major and senior standing; ENGL 1B.

196. Internship in Criminology (1-3, Credit/No Credit). This course enables competent students to do an internship at a site dealing with criminal justice issues. Possible site locations include law enforcement and probation offices, juvenile justice and victimology organizations, or court and other legal settings.

See Psychology and Sociology for additional course listings.

ECONOMICS (See Business)

ENGLISH

The study of literature allows us to live many lives. We learn to see the world as others, often very different from ourselves, see it. Literature stimulates imagination and encourages empathy. We also discover ourselves as we come to understand, through the vision and power of great writers, what it means to be human.

Students in the English major undertake a course of study that encompasses the major developments in English and American literature, with due attention to the diversity within each tradition. Students also become familiar with literary theory and criticism and develop discipline-specific critical thinking, reading, and writing skills.

Literature classes that encourage close reading, group discussion, and writing help students develop critical thinking and

writing skills that will benefit them personally throughout their lives. English also provides valuable preparation for any career that requires the ability to think analytically, speak effectively, write precisely, and understand issues from differing points of view. The major is favored as preparation for the study of law, and is valuable for those entering careers in human resources management, government, sales and marketing, or public information services. With further study for a credential or advanced degree, students are prepared to teach on the elementary, secondary, or college level.

English majors are encouraged to pursue a second major, a minor, or a concentration in an area complementary to the major and advantageous in terms of career options, such as Business, Communication Studies, or Latin American and Latino/a Studies.

Honors Study

Honors study is designed for the student who shows both a capacity and inclination for better than average intellectual achievement and self-direction in study. Exceptional sophomores and junior students with a grade-point average of 3.5 or above in English courses and an overall grade-point of 3.0 may apply for admission to Honors.

BACHELOR OF ARTS IN ENGLISH

Preparation for the Major

ENGL 40(W) Close Encounters with Literature

Plus one course selected from:

ENGL 20 Fiction

ENGL 21 Poetry

ENGL 22(W) Dramatic Literature

Requirements of the Major (24 upper-division units)

ENGL 114(W) Shakespeare

ENGL 130 19th Century American Literature

ENGL 131 20th Century American Literature

ENGL 146 Major British Writers before 1800

ENGL 147 Major British Writers after 1800

ENGL 151 Children's Literature

ENGL 175 Literature in Translation

or ENGL 148 Selected Topics in British Literature

or ENGL 160(W) Tutorial Projects in English

Plus one course selected from:

ENGL 108(W) Professional Writing

ENGL 116 Modern American English

Students will also compile a portfolio of representative work and participate in a faculty-directed colloquium.

The Minor

Two courses selected from:

ENGL 20 Fiction

ENGL 21 Poetry

ENGL 22(W) Dramatic Literature

ENGL 40(W) Close Encounters with Literature

Four courses (12 units) selected from:

ENGL 114W	Shakespeare
ENGL 130	19th Century American Literature
ENGL 131	20th Century American Literature
ENGL 146	Major British Writers before 1800
ENGL 147	Major British Writers after 1800

Electives for a total of 21 units.

English Courses

Courses are offered in rotation, with an approximate two-year cycling to assure a variety of authors, topics, genres, and periods.

1A. Critical Reading and Writing I (3). An intensive introduction to critical reading and writing in which students analyze various kinds of prose and write expository essays discussing the ideas and attitudes presented in them. Students read a culturally diverse selection of fiction and non-fiction prose and are guided in developing their ability to argue their theories and interpretations in clear, concise prose.

1B. Critical Reading and Writing II (3). Reinforces the rhetorical strategies learned in 1A and helps students use these strategies to complete longer and more challenging writing tasks and to engage in more complex reading, writing, and critical thinking tasks. Assignments emphasize the analytic and argumentative skills needed to develop students' ability to synthesize and document information from a variety of sources (including internet and library resources). Students will read texts representing various professions and academic disciplines. Must be completed with a grade of C- or better.

16/18. Intensive Writing (1-3, Credit/No Credit only). A writing tutorial for students who need additional intensive experience in writing academic English at any stage of their academic program. Repeatable for credit.

English 1A is a prerequisite for all of the following courses:

20/120. Fiction (3). Reading and discussing short stories and novels by authors representing a range of cultural backgrounds helps students develop their analytic abilities and their understanding of the human condition.

21/121. Poetry (3). The study of poetry teaches close reading skills and critical analysis by focusing mostly on lyrics. Selections are from many writers and periods; examining themes and situations across the centuries and continents leads to a richer and deeper understanding of the life celebrated and made memorable in poetic form.

22/122(W). Dramatic Literature (3). Combining the reading and discussion of representative plays from various literatures and periods with attendance at professional Bay Area productions, this course enhances students' understanding and appreciation of dramatic literature and theater. Prerequisite: ENGL 1B.

40/140(W). Close Encounters with Literature (3). An introduction to literary study for English majors, combining various

critical approaches with practice in the analysis of selected literary texts. Prerequisite: English 1B or consent of instructor.

107(W). Creative Writing (3). The course encourages creative expression through practice in the writing of prose, fiction and verse, reflecting the special interests of the participants. Enrollment by consent of the instructor. Prerequisite: ENGL 1B.

108(W). Professional Writing (3). An advanced writing course designed to help students prepare for the writing done in various professional occupations. The class helps the writer vary style and tone for different audiences and utilizes small group discussion and peer editing to improve critical thinking and writing skills. Many of the assignments are related to "real-world" writing situations such as formal and informal reports, statements of purpose, memos, profiles, résumés, and proposals. For Liberal Studies and English majors, this course satisfies the requirement for an upper-division writing class. (Also offered as COMM 108(W).) Prerequisite: ENGL 1B.

114(W). Shakespeare (3). By considering a variety of plays—comedies, tragedies, histories, romances—written at all stages of Shakespeare's life, this course introduces the extraordinary achievement of a sixteenth-century poet whose characters and themes continue to challenge and inform. Performance, especially film, receives significant emphasis. Writing assignments are designed to hone skills of critical thinking and clear expression. Prerequisite: ENGL 1B and either ENGL 21/121 or ENGL 22/122(W).

116. Modern American English (3). This course provides a broad perspective within which to understand Modern American English. We will study the history of the English language, the structure and development of present day English in the United States, and will investigate different language varieties present in "Modern American English." (Also offered as LING 147.) Prerequisite: ENGL 1A and 1B.

125. The Novel (3). An analysis of novels from the 19th and 20th centuries, grouped thematically to illuminate issues of their times and the range of possibilities of the genre.

130. 19th Century American Literature (3). A study of significant writers and literary developments in pre-modern America. The course explores a variety of social, cultural, and aesthetic issues as they are expressed in literature. These include settlement and frontier, the development of a national identity, slavery and abolition, and the changing ideas of the individual self in the context of religion, society, and nature.

131. 20th Century American Literature (3). A study of significant writers and literary developments from the early modern to the contemporary period. The course explores the ways writers from many backgrounds reacted to and contributed to the process of modernization. Issues considered include realism, naturalism, modernism, urbanization, the Harlem Renaissance, the changing status of women, and the role of the writer in contemporary America.

133. American Literature: Self Images. An examination of the ways Americans at different times and from different cultural backgrounds have envisioned themselves as Americans. Special emphasis is given to literary autobiographies and to works by immigrant writers. Selected authors might include Benjamin Franklin, Frederick Douglass, Zora Neale Hurston, Julia Alvarez, Garrison Keillor, Maya Angelou, Amy Tan, Rudolfo Anaya.

146. Major British Writers before 1800 (3). The first course of the survey of British literature begins with Beowulf, the oldest poem in English, and includes such texts as Chaucer's *Canterbury Tales*, Spenser's *Faerie Queene*, and Milton's *Paradise Lost*. Texts are read in the contexts of social and political history, literary traditions, contemporary critical theory, and their lasting pertinence to understanding the human experience.

147. Major British Writers after 1800 (3). This course studies key works by Romantic, Victorian, Modern and Postmodern writers in English and Anglophone literatures, which represent the cultural conceptions and aesthetic preferences of their periods. The course also explores issues of race, class and gender in relation to literature.

148. Selected Topics in British Literature (3). The course explores topics in British or Anglophone Literature; its focus may be major themes (love, violence, colonialism), social and historical context (post-colonialism, literature by women) genres (romance, sonnet sequences), or authors (Donne, Austen, Achebe, Rushdie). May be repeated with different topic.

151. Children's Literature (3). From fairy tales to old favorites (*Alice in Wonderland*, *The Wizard of Oz*, *Robin Hood*, *Little Women*) to modern classics (*The Hobbit*, *Charlotte's Web*, *Chronicles of Narnia*), this course combines a look at the history of children's literature with analysis of a variety of books written for children but also loved by adults. Film versions provide another level of interpretation and delight.

160(W). Tutorial Projects in English (3). This class is a practical and theoretical course that train students to tutor their peers in writing. The course will cover tutor ethics and techniques, as well as writing theory, process, and pedagogy. Prerequisite: ENGL 1B.

175. Literature in Translation (3). The readings for individual courses are selected from French, Spanish or Latin American literature. Students with proficiency in Spanish or French may read works in the original language. (Also offered as SPST 175 and FREN 175.)

ENGLISH AS A SECOND LANGUAGE

The program in English as a Second Language is designed for students whose native language is not English. Because the continuing study of English as a second language is considered on the same basis as the study of other foreign languages, all units earned in this area count toward the Bachelor's degree at Holy Names University. Because of the ESLG program, students are enabled to begin their degree work immediately while simultaneously strengthening their English language skills.

English as a Second Language Courses

5. Contemporary English (3). Designed to review English grammatical structures and usage patterns and to facilitate the use of these structures and patterns in both speaking and writing.

6. ESL Writing Workshop (3). Designed to introduce students to formal written academic English: how to develop and connect paragraphs and to use sources appropriately for effective college writing.

16/18. Intensive Writing (1-3, Credit/No Credit). A writing tutorial for students beyond the level of ESLG 5/6 who need additional intensive experience in writing academic English. Recommended to students needing additional writing support at any stage of their academic programs. Repeatable for credit.

17/19. Academic Skills (3,3). Designed to combine language, culture, society, and academic life. Students learn techniques to improve their skills in reading, study skills, class participation, and test-taking.

23/25. Techniques of Communicative Interaction (3,3). Designed to prepare the student to participate in academic discussions and in classroom interactions and to gain experience in informal and formal speaking skills.

24A,B. Critical Reading and Writing for Non-Native Speakers of English (3,3). Objectives are the same as those for English 1A. Here, however, the techniques of critical reading and analytical writing are taught in two terms rather than one, and the assignments and procedures are tailored to the needs of non-native speakers of English. May be taken in any order.

FRENCH

The goals of the courses in French are proficiency in the spoken and written language and knowledge of the civilization and literature of Francophone cultures. Using the guidelines described in this catalog, it is possible to create a self-designed major which includes French as a component.

French Courses

1. Elementary French I (3). Introduction to the basic language skills of understanding, speaking, reading and writing with emphasis on oral proficiency.

2. Elementary French II (3). Continuation of French 1, with continued emphasis on oral proficiency. Prerequisite: FREN 1, second year of high school French with a minimum grade of C-, or consent of instructor.

3. Intermediate French I (1-3). Review of grammar and expansion of oral skills, combined with reading and discussion of cultural and literary texts and an introduction to composition. Prerequisite: FREN 2, third year of high school French with a minimum grade of C-, or consent or instructor.

4. Intermediate French II (1-3). Continuing grammar review, oral work, and expansion of composition skills. Discussion of

literary and cultural readings, several short books, and a play. Prerequisite: FREN 3.

175. Studies in French Literature (3). Course focuses on a period, author, genre, or theme in French literature. Recent topics have included “Literature of Francophone Africa” and “Women in French Literature and Film.” May be taken for credit in English or French. When taken for French credit, texts are read in French. May be taken more than once with different titles.

HISTORY

History is a systematic inquiry into the past in order to deepen understanding of the human experience and to make the present more intelligible. In assessing the unique perspective of the past, historical study focuses on a critical examination of social, economic, political, intellectual, religious, and cultural dimensions of human experience as perceived at specific times and places. Each age writes its history anew. Historical study, through a refined and independent judgment, leads to greater awareness of the continuities and changes which have shaped the present.

At HNU, History offers a variety of current methodologies, including the impact of the linguistic revolution on intellectual history, and the fusion of gender studies with cultural, social, and anthropological history. The major includes area studies of Asia and the Pacific, Europe, and Latin and Central America. Students also study the diverse cultures which have contributed to the development of the United States. The major culminates in a required senior seminar in historiography and historical methodology over the centuries.

History majors can choose careers in business, government or public service, law, teaching, journalism, research, museum and archival work. Majors may also pursue graduate study in history.

To assist students financially, each year the following grant is awarded on the basis of academic achievement and promise:

The Lester-Tinnemann Scholarship. A partial tuition grant for the academic year, open to a full-time student majoring in History or International Relations with a grade point average of 3.0 in the major and a 2.8 cumulative grade point average. (In memory of Otto Tinnemann, Albert Lester, and Albert Lester, Jr.)

BACHELOR OF ARTS IN HISTORY

Preparation for the Major

HIST 6 World Politics and Geography
HIST 17A,B United States History: Survey

Requirements of the Major (24 upper-division units)

HIST 102(W) Historiography
HIST 124 Contemporary Europe
HIST 165 History of China and Japan

Five courses with at least one from each of the following clusters:

Latin America

HIST 160 History of Latin America
HIST 162 History of Central America

United States

HIST 170 United States: Social and Cultural History
HIST 185(W) Diplomacy & Foreign Policy: United States and the World

Multicultural

HIST 172 African American Communities and Experiences
HIST 174 Asian American Communities and Experiences
HIST 177 Latino/Hispanic Communities and Experiences

The Minor (21 units)

The minor requires HIST 17A or HIST 17B plus a minimum of 18 additional units, selected in consultation with the student’s advisor.

History Courses

6/106. World Politics and Geography (3). This course analyzes the concept of mapping—defining boundaries, identifying power territories, framing the nation state, and determining the limits of the economic and social factors in each perspective space through historical events. (Also offered as PSCI 6.)

17A,B. United States History: Survey (3,3). A two-term study of the complex development of the nation, 1607–1877 and 1877–1990s, from multiple perspectives of class, nationality, gender, ethnicity and sexual preference. Includes a study of the Constitution.

102(W). Historiography (3). Exploration of historical topics using primary sources and the presentation of a major piece of historical research. Prerequisite: ENGL 1B.

124(W). Contemporary Europe (3). Twentieth-century European political, social and cultural development from World War I to the present, including a study of contemporary Russia. Prerequisite: ENGL 1B.

126. The City: Culture, History, and Power (3). Causes and consequences of the on-going urbanization process. From a world perspective, an examination of selected urban problems. (Also offered as SOCI 160.)

160. History of Latin America (3). Political, social and economic development in Latin America from independence to the present, with special emphasis on Mexico and Brazil in the 20th century.

162. History of Central America (3). Political, social and economic development in Central America with special emphasis on the 20th century and the relationship to American foreign policy.

165. History of China and Japan (3). The historical and cultural background of these nations with emphasis on the post World War II period. Includes readings on ethnic, class and gender issues from diverse viewpoints.

169(W). Cultural History of Asia (3). A study of the historical context of the 19th and 20th centuries in which Asian (including Middle Eastern) cultural identities and world views have been forged. Prerequisite: ENGL 1B.

170. United States: Social and Cultural History (3). This course is designed to assist the student to gain historical sense of the cultural threads which make up the variegated fabric of American society. It addresses reform movements, religion, immigration, ethnicity, gender, and the media. Consideration of broader theoretical issues, including models of cultural interaction and change provide the student with analytical tools necessary for an in-depth understanding of the course range.

172. African American Communities and Experiences (3). Following an introduction to African culture and civilization in the early modern period, the course provides a survey and analysis of the contemporary African American experience in the United States with particular attention to the history of the African American struggle, the contributions of African American political and cultural leaders, and the problem of racism. (Also offered as SOCI 172.)

174. Asian American Communities and Experiences (3). An introduction to the culturally diverse experiences of the various Asian American communities in the United States. Includes an analysis of the immigrant experience and contemporary issues of race, class and gender by utilizing fiction and non-fiction works by Asian American authors. (Also offered as SOCI 174.)

177. Latino Communities and Experiences (3). An introduction to the diverse experience of Latinos in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and non-fiction by Latino/Hispanic authors, as well as other sources of information about Latino history and culture. (Also offered as SOCI 177.)

178. U.S. Religious Communities and Experiences (3). An introduction to the sociological and historical experiences of diverse religious groups in the United States, employing comparative perspectives and interdisciplinary approaches. The course will use experiential learning to give students an understanding of the contemporary mosaic of religion in America, with a special focus on California and the Bay Area (Also offered as RLST 178 and SOCI 148.)

179. U.S. Cultural Experiences: Special Topics (3). An in-depth look at the history, literature, art, and social contributions of a social or cultural group in the United States not covered by the other experience courses in the HIST 170 series. (Also offered as SOCI 179.)

183. California History (3). History of California from its beginning heritage of indigenous peoples to its current multicultural complexity. Each succeeding era has altered the political, social, economic and ecological problems facing the “golden state” today.

185(W). Diplomacy and Foreign Policy: United States and the World (3). Emphasis on American foreign relations as influenced by both internal and external factors, and as an integral part of world history. Includes the imperialism of the 1890s through Post-Cold War perspectives. Prerequisite: History 17A and 17B or equivalent. Prerequisite: ENGL 1B.

196. Internships (1-3, Credit/No Credit).

INTEGRATIVE STUDIES ACROSS CULTURES

Four chronological courses (ISAC 1/101-4/104) form a coherent, unified, multi-disciplinary and multi-cultural study of human experience. The Senior Colloquium (ISAC 195W) is the capstone course in which senior students integrate the knowledge and skills gained in their major field with those acquired in their general education.

Integrative Studies Across Cultures Courses

1/101. The Ancient World (3). The first course in the Integrative Studies Across Cultures program starts at the beginning of time with a rapid trip through a cosmic calendar using the findings of archeology, paleontology, physics, biology, and art to discover the marks of human ancestors. Students encounter the ancient peoples and cultures of Africa, Asia, Europe, and the Americas through primary sources that include myth, drama, law code, satire, poetry, religion, music and art, philosophy, and science. We meet nomadic hunters, settled villagers, artisans, warriors, scientists, priests, poets, and politicians as human links in the network of issues that make us what we are today. Prerequisite: concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the course for lower-division credit; completion of ENGL 1B is required of all students taking the course for upper-division credit.

2/102. The Premodern World (3). The second course explores the period from the sixth to the early seventeenth centuries of the common era when students see how art, love, and war are played out in the development and integration of new centers of commerce, religion, and statecraft in Asia, Africa, the Americas, and Europe. The spread of written language furthered the recording of oral traditions thus laying the foundations for many modern studies. It is a dynamic time when religious scholars, traders, and armies fostered powerful intellectual, scientific, and technological achievements. These achievements are illustrated through primary source readings and visual and performing arts. Prerequisite: concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the course for lower-division credit; completion of ENGL 1B is required of all students taking the course for upper-division credit.

3/103. The Modern World (3). This course covers the period from the early seventeenth to the late nineteenth centuries, examining the new ideas, discoveries, and processes leading to the eventual interconnection of all areas of the world in a global system. Some of the factors contributing to globalization include discoveries in the physical sciences, the creation of a world system of commercial exchange, revolutionary political theories and revolution, industrial production, and imperialism. Prerequisite: concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the course for lower-division credit; completion of ENGL 1B is required of all students taking the course for upper-division credit.

4/104. The Contemporary World (3). The last of the chronological courses in the Integrative Studies Across Cultures program examines the twentieth century in which issues of continuity and change, order and fragmentation, and the problem of meaning are explored. Through multicultural readings, students experience the diversity of the human adventure. Insights from literature, psychology, genetics, music, history, sociology, physics, art, and political science help us in the difficult task of understanding the world in which we are living. Prerequisite: concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the course for lower-division credit; completion of ENGL 1B is required of all students taking the course for upper-division credit.

195(W). Senior Colloquium (3). The Senior Colloquium is the capstone course specifically designed to provide the culminating academic experience integrating the General Education aspect of the Baccalaureate program with the student's major field of study. In the Colloquium, senior students address together a topic of common human concern through which they explore and share perspectives on the broader historical, cultural and ethical dimensions and intellectual context of what they have learned in their undergraduate program. Prerequisite: ENGL 1B.

INTERCULTURAL PEACE AND JUSTICE STUDIES

Intercultural Peace and Justice Studies is a relatively new interdisciplinary field, with most programs having been established over the course of the past decade. The general focus the HNU program is to provide students with a theoretical and practical knowledge of the relationship between peace and justice, including the history of how various communities have understood and acted upon these ideas. Moreover, the HNU Intercultural Peace and Justice Studies program discusses models and techniques for overcoming injustice and fostering more peaceful relations, and provides experiential opportunities for students to use their classroom insights in a field placement.

This program draws heavily on existing regularly offered courses. It is based primarily in the disciplines of Religious Studies and Sociology, though it does allow for student choice by drawing upon the social justice concerns found in a variety of courses across the curriculum. It can thus be tailored to fit the specific desires of individual students in consultation with their advisor. The curriculum attempts to find a balance between theory and praxis, reflection and engaged action, by requiring students to participate in a one semester travel experience or community service project directly focused on issues of peace and social justice. This major provides preparation for those seeking careers in law and criminal justice, social work, counseling, mediation and conflict resolution, nonprofit management, development and diplomacy as well as other related fields. It is strongly recommended as a secondary major, done in conjunction with another major, especially from the Humanities or Social Sciences.

BACHELOR OF ARTS IN INTERCULTURAL PEACE AND JUSTICE STUDIES

Preparation for the Major

IPJS 1	Introduction to Intercultural Peace and Justice Studies
PSCI 1	Introduction to Political Science
<i>or</i> SOCI 1	Introduction to Sociology
PHIL 2	Logic
PHIL 20 (W)	Moral Choices

Requirements of the Major (27 upper-division units)

COMM 122	Mediation and Conflict Resolution
PSYC 140	Social Psychology
<i>or</i> PSYC 143	Group Processes and Communication
RLST 122	Religion, Philosophy, and Human Rights
RLST 165	Themes in Contemporary Theology: C. Liberation Themes or E. Women's Spirituality and Peacemaking
SOCI 102(W)	The Global Perspective
SOCI 165	Racial and Ethnic Issues
<i>or</i> SOCI 169	Power and Powerlessness
IPJS 195	Capstone Course

To meet the 27 upper-division unit requirement, students may select from other relevant 3 unit courses, such as BIOL 110 Environmental Science, BIOL 120 Natural History of California, BSAD 151 Business, Government, and Society, HIST 172 African American Experiences, HIST 174 Asian American Experiences, HIST 177 Latino American Experiences, HIST 179 Indigenous Experiences, LALS 128B Latin American Poetry of Resistance, LALS 178 History and Culture of El Salvador, PHIL 156 Ethics at Work, RLST 175 World Wisdom Traditions, SOCI 147 Gender Issues. Moreover, if a specific "concentration" (e.g. in the environment) is desired, some of these classes may be substituted for the above with the advisor's approval.

The Minor

The minor requires 21 units of coursework from the list of major courses, and must include IPJS 1 and 195.

Intercultural Peace and Justice Studies Courses

1. Introduction to Peace and Justice Studies (4). This course will examine the different understandings and traditions behind the concepts of peace and justice, as well as the movements which have sought to embody and enact those concepts. (Also offered as IPJS 101.)

195. Capstone Course (3). Students as late juniors or seniors, in consultation with their advisor, will choose either a Travel Course or a Community Service project to serve as a senior capstone. Either course will feature a journal of the experience and a final integrative paper tying their experience to what they have learned in the classroom.

INTERNATIONAL RELATIONS

Holy Names University provides an ideal environment for the

interdisciplinary major in International Relations. An outstanding faculty utilizes the understandings of political science, economics, history, sociology, and religious studies in the context of changing relationships among the world's cultures, peoples, and political entities. The presence of students at HNU from many parts of the world creates a culturally diverse campus and gives students an opportunity to learn first-hand from each other.

Students of International Relations will be able to analyze, understand, and objectively evaluate the complexity of global politics. Those who major in this field will develop the skills to contrast and compare a variety of worldviews and identify the causes and effects of global decisions and actions. Our students will gain the knowledge necessary to appreciate the diversity of the world's people and maintain a personal position as an educated and competent global citizen.

Careers at home and abroad, in the public or private spheres, are open to the International Relations major, including governmental service, journalism, international law, international banking and trade, specialized agencies, and foreign policy "think tanks."

To assist students financially, each year the following grant is awarded on the basis of academic achievement and promise:

The Lester-Tinnemann Scholarship. A partial tuition grant for the academic year, open to a full-time student majoring in History or International Relations with a grade point average of 3.0 in the major and a 2.8 cumulative grade point average. (In memory of Otto Tinnemann, Albert Lester, and Albert Lester, Jr.)

BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

Preparation for the Major

ECON 1 Principles of Economics (Macro)
 HIST 17B United States History from 1877 to Present
 PSCI 6 World Politics and Geography
 SOCI 1 Introduction to Sociology
or PSCI 1 Introduction to Political Science: United States Government

Proficiency in a second language highly recommended.

Requirements of the Major (30 upper-division units)

Required (18 units)

HIST 185(W) Diplomacy and Foreign Policy: U.S. and World
 RLST 122 Religion, Philosophy and Human Rights
or COMM 122 Conflict and Mediation
 PSCI 102(W) Comparative Political Systems
 PSCI 114 Comparative Revolutions
 PSCI 120 Dynamics of International Relations
 SOCI 102(W) The Global Perspective

History Area Studies (9 units; 3 courses across 3 areas)

Asia:

HIST 165 History of China and Japan
 HIST 169 Cultural History of Asia

Europe:

HIST 124 Contemporary Europe

Latin America:

HIST 160 History of Latin America
 HIST 162 History of Central America

United States:

HIST 170 U.S. Social and Cultural History
 HIST 172 African American Communities and Experiences
 HIST 174 Asian American Communities and Experiences
 HIST 177 Latino/Hispanic Communities and Experiences
 HIST 179 U.S. Cultural Experiences: Special Topics

International Business (3 units selected from the following):

BSAD 113(W) Survey of Global Business
 BSAD 151 Business, Government, and Society

Highly Recommended Courses

PSCI 169 Power and Powerlessness
 PSCI 196 Internship

LATIN AMERICAN AND LATINO/A STUDIES

Latin American and Latino/a Studies is designed to fit into the Liberal Arts focus of Holy Names University. It provides a multidisciplinary curriculum in the language, history, culture, spirituality, literature, and arts of Latin America and of Latinos/as in the United States. The major is ideal for students who desire a broader perspective on these topics and who will pursue graduate studies in fields such as Latin American Studies, Anthropology, Architecture, Ethnic Studies, History, Human Services, International Relations, Political Science, and Education. With a degree in Latin American and Latino/a Studies, students increase their career opportunities in business, government, education, human services, foreign service, and many other areas. To enhance career opportunities and experience Latino culture and history, students may also study abroad.

In preparation for the major in Latin American and Latino/a Studies, students must take four semesters of Spanish language or demonstrate equivalent proficiency. Students must take eight core classes in which history, culture, literature, and art in Latin America and Latino experiences in the United States are critically studied. The remainder of the Latinos Studies requirements are chosen among elective courses in Latin American and Caribbean Literature in translation, Study Abroad in Mexico or El Salvador, and courses in Religious Studies such as the Human Person, Philosophy and Human Rights, and Liberation Theology. It is also possible to create a self-designed major which includes fifteen units of Latin American and Latino/a Studies as a component.

Outstanding students of Spanish may be eligible for initiation into Sigma Delta Pi, the national Spanish honor society, and for various scholarship awards. The student club, Latinos Unidos, attracts many students of Spanish with its lively on-campus activities and outreach to the Hispanic/Latino community.

BACHELOR OF ARTS IN LATIN AMERICAN AND LATINO/A STUDIES

Preparation for the Major (12 units)

4 semesters of Spanish language or equivalent proficiency.

Requirements of the Major (30 upper-division units)

24 units in the following courses:

SPST 101(W)	Reading and Writing in Spanish
LALS 116	Cultures of Latin America
HIST 160	History of Latin America
HIST 162	History of Central America
HIST 177	Latino Community & Experience in the United States
LALS 115	Latin American Art & Music Experience
LALS 128	Literature of Latin America: 2 courses A=Narrative, B=Latin American Poetry of Resistance, C=Latin American Thought, D=New Latin American Cinema

Plus six units chosen from the following courses:

LALS 126	Latin American Sacred Ways
LALS 175/ENGL 175	Studies in Latin American Literature in Translation (Topics change and it is offered in English)
LALS 177, 180	History and Culture of Oaxaca, Immersion Study Trip
LALS 178, 181	History and Culture of El Salvador, Immersion Study Trip
PHIL 140(W)	Human Person
RLST 122	Religion, Philosophy and Human Rights
RLST 165C	Liberation Theology
LALS 107(W)/ ENGL 107(W)	Creative Writing in Spanish or English

Community Based Learning and Civic Engagement is included in specific courses of the curriculum.

Seniors will keep a portfolio with their best papers in the different courses, the Senior Colloquium paper, and a self evaluation of their experience in the program.

Note: All classes, with exception of SPST 101(W), are taught in English. Students may write papers in Spanish or English.

The Minor

A minimum of 18 units in LALS Studies, as advised, plus students must take at least one three-unit course in Latin American History (HIST 160, 162, or 177).

Latin American and Latino/a Studies Courses

107(W). Creative Writing (3). The course encourages creative expression through practice in the writing of memoir, short story and poetry, reflecting the special interests of the participants. Enrollment by consent of the instructor. (Also offered as ENGL 107(W)). Prerequisite: ENGL 1B.

115. Latin American Art and Music Experience (3). The class looks at areas of creative expression in architecture, visual arts, and

music. Today, Latin American Art is highly regarded internationally whether it is the so-called “Naïve Art” from Haiti or the parody and political commentary in the paintings of Colombian Fernando Botero. Whether following European patterns, African rhythms, Indigenous sounds or a symbiosis of all three, Latin music is one of the major contributions that Latin America has given to the world. During the course of the semester, students will experience Latin American arts and music through lectures, visits to art exhibits, concerts, and other events.

116. Cultures of Latin America (3). Highlights of the achievements and struggles of the diverse peoples of Latin America through the ages, concentrating on geography, language, religion, literature and the visual arts, music, film, and popular culture. Minimum of one off-campus activity.

126. Latin American Sacred Ways (3). This course will explore indigenous sacred ways and traditions that have been handed down by ancestors and have survived into the present era despite historic attempts of repression. The complex interconnections between community and kinship networks, animals, the land, spirit, creation, and power will be explored. The role of group and individual sacred rituals and the importance of spiritual specialists such as shamans and healers will also be emphasized.

128A,B,C, D. Literature of Latin America (3,3,3,3). A: Narrative: the novel and/or the short story; B: Latin American Poetry of Resistance; C: Latin American Thought; D: New Latin American Cinema. May be repeated with different topic.

175. Studies in Latin American Literature (3). (Students with proficiency in Spanish may read the works in the original language). Course focuses on a period, genre, or theme in Spanish or Latin American literature. (Also offered as ENGL 175.)

177. History and Culture of Oaxaca (2). This course is the introductory part of the immersion study trip in Oaxaca, Mexico. The two other components are RLST 177 and the actual study trip. Students must be concurrently enrolled in LALS 180. Additional fees are required for courses including travel. Please consult with professor.

178. History and Culture of El Salvador (2). This course is the introductory part of the immersion study trip in El Salvador. The two other components are RLST 178 and the actual study trip. This course studies the economical, social, and political problems of El Salvador before and after the civil war, in addition to its culture and the development of strong grassroots organizations. As part of the trip, students stay in an organized peasant community in the countryside. Students must be concurrently enrolled in LALS 181. Additional fees are required for courses including travel. Please consult with professor.

180. Immersion Study Trip to Oaxaca (2, Credit/No Credit). Students must be concurrently enrolled in LALS 177. Additional fees are required for courses including travel. Please consult with professor.

181. Immersion Study Trip to El Salvador (2, Credit/No Credit). Students must be concurrently enrolled in LALS 178.

Additional fees are required for courses including travel. Please consult with professor.

LIBERAL STUDIES

See also Education (Multiple Subject).

The Liberal Studies major is the broadest major in the university curriculum. Students take a wide range of courses in all academic divisions of the university. The major requires foundation and advanced courses in the traditional liberal arts fields: humanities, fine and performing arts, mathematics and science, and the social sciences. In addition, students choose a concentration or minor for depth in one field of study.

At Holy Names University, the Liberal Studies program has two options:

Option I: Pathways to Teaching is a subject matter program approved by the California State Commission on Teacher Credentialing as appropriate preparation for those wishing to acquire a multiple subject teaching credential.

Option II: Interdisciplinary Studies Emphasis is a program that offers students the challenge of an intellectually satisfying and flexible degree encompassing the broad spectrum of the liberal arts.

For both options, the complexity of the requirements for the major demands that students keep in close contact with their advisor during their tenure at HNU.

Option I: Pathways to Teaching Emphasis

Option I in Liberal Studies at HNU has been approved by the California Commission on Teacher Credentialing (CCTC) as a program incorporating the subject matter content standards for the Multiple Subject Teaching Credential. Liberal Studies majors who have elementary school teaching as their ultimate goal must demonstrate their subject matter competence in each of ten areas: language, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development. Majors must also complete a concentration in one area commonly taught in the elementary school curriculum.

As part of HNU's emphasis on the applied liberal arts, the Liberal Studies program provides links between subject matter competence and professional preparation. Two seminars, LBST 10 and LBST 110, ask students to reflect explicitly on these links with the guidance of faculty from the Education Department and in the company of other future teachers. A career internship or equivalent experience in a classroom setting provides an opportunity to observe and make connections to their own subject matter learning. Several courses in the curriculum include concepts and methods students can apply directly in the classroom, and in most of their courses they are encouraged by their professors to focus their assigned papers and projects on topics relevant to their future career in teaching. Highly motivated and well-prepared students may begin some coursework for the Multiple Subject Credential in the HNU Education

Department while still completing their undergraduate degree. With approval of the Liberal Studies advisor and the Graduate Department of Education, they may take credential courses at the 100 level and up to six graduate units in Education can count toward the M.Ed. Degree.

Assessment will be accomplished in an ongoing manner as students take the HNU Mathematics Assessment and complete the General Education courses of the University, the Writing Across the Curriculum (WAC) requirement, and the upper-division Advanced Courses with a minimum 2.7 GPA. Option I students should take and pass the California Basic Education Skills Test (CBEST) before the end of the senior year. They will assess their own progress in the major as they (1) attend Liberal Studies seminars where they can connect their learning and teaching experiences; and (2) work on integrating essays to be included in a portfolio of coursework taken in the program.

In their senior year, students present these Portfolios to the Liberal Studies Assessment Committee: the Director and Advisors of the Liberal Studies Program. The Portfolio will be reviewed for content, demonstration of written communication skills, integrated knowledge, and successful completion of a paper/project from the Senior Colloquium. Requirements for the Portfolio and senior assessment are explained in greater detail in the Liberal Studies Handbook, available on the Liberal Studies page of the HNU website.

Option II: Interdisciplinary Studies

Option II in Liberal Studies is a major for those wishing a broad course of study in the Liberal Arts, for goals both personal and professional. The courses comprising the major provide an excellent foundation for graduate or professional school or careers in fields as diverse as business, law, journalism or government. With appropriate transfer curriculum in child development, students may use this major to prepare for a career in Early Childhood Education.

Because their goals are different from those of prospective credentialed teachers, Option II students are not required to take the LBST classes specific to Option I, and, with the advisor's approval, appropriate substitutions can be made for courses in each of the broad subject matter categories. Students choosing this option will complete a Concentration and an Internship (or professional experience) compatible with or preparatory for their personal goals; their Senior Colloquium project/paper should then incorporate work done in the Concentration. They are asked to compile and reflectively analyze a Portfolio representative of their Liberal Studies coursework; this will be used as the basis for an assessment in their senior year of what they have accomplished in the major.

BACHELOR OF ARTS IN LIBERAL STUDIES

The Liberal Studies Curriculum

I. Foundation Courses

These courses also satisfy General Education requirements of the University.

A. Arts of Language

ENGL 1A
ENGL 1B
COMM 1

Foreign Language: Option I students will need to satisfy this requirement in one of several approved ways before achieving a California Teaching Credential.**

B. Arts of Thinking

MATH 7**
EDUC 353B*
PHIL 2

C. Disciplinary Studies**1. Human Sciences**

HIST 17A or PSCI 1 (the Constitution requirement for prospective California teachers)**
HIST 17B
PSYC 1

2. Natural Sciences:

BIOL 15
PHSC 15

3. Humanities

PHIL 40(W) or PHIL 20(W)

4. Fine and Performing Arts (3 units)

One course in Art, Music, or Drama

D. Interdisciplinary Studies

ISAC 1/101
ISAC 2/102
ISAC 3/103
ISAC 4/104

E. Health and Physical Education/Career Exploration

PHED for Educators: PHED 110*
HLTH for Educators: EDUC 393A*
LBST 10 (may be waived for transfer students and others who already have significant classroom experience)*

II. Advanced Courses

These primarily upper-division courses build upon the Foundation level work to enlarge and deepen knowledge in specific areas of study.

A. Arts of Language

- One course in writing**
ENGL 107(W) or 108(W)
- One course in literature**
ENGL 151 or other advised literature course
- One course in linguistics**
LING 145**

B. Arts of Thinking

EDUC 151** or second college course in quantitative thinking

C. Disciplinary Studies**1. Human Sciences**

- One course dealing with Social Dynamics/Ethnic Experience, chosen from:
HIST 170-179
SOC 102(W), 130, 165, or 169.
EDUC 100/200
- One course in Psychology /Human Development:
PSYC 130, 132, or 134
- One course in History or Geography:
HIST 183**

2. Natural Sciences

- 3-4 units of additional science coursework, complementing what is taken at the foundation level. Option I students are advised to take BIOL 1B

3. Humanities and the Arts

- One course in Philosophy or Religious Studies (One course, at foundation or advanced level, should have a focus on values and moral development.)
- One course in Fine and Performing Arts (Coverage of the arts should include more than one art form, performance/studio, aesthetics/art history.)

D. Interdisciplinary Studies (3 units)

ISAC 195 (W)

Each student will complete an appropriate, culminating project in the Senior Colloquium based on the chosen Concentration.

E. Career Exploration/Field Experience

LBST 110*
LBST or CALP 196 or equivalent non-credit field experience**

* *These pre-professional courses are required only for Option I students.*

** *These specific courses are required for Option I students. Students not seeking a teaching credential may take them, or find appropriate substitutions.*

III. Concentration

(12 units in one area of study or a full academic minor with a minimum of 21 units). No more than one course may fulfill the requirement for both an Advanced Course and the Concentration. Semester students may choose a concentration in one of these fields of study: Biological Science, General Science, History, Humanities in World Cultures, Language Arts, Latin American and Latino/a Studies, Literature, Mathematics, Music, Social Science, Teaching English as a Second Language, U.S. Cultures, or Values Inquiry and Moral Reasoning. (Not all Concentrations are available in the ABD program). A certificate or significant coursework taken at a community college in Early Childhood Education may be used for a Concentration. Students may also opt to design their own disciplinary or multi-disciplinary concentrations with the prior approval and advice of their advisor and the Liberal Studies Director.

Liberal Studies Courses

Most courses required for the major are listed under the appropriate discipline headings.

10. Introduction to Liberal Studies (1, Credit/No Credit). A seminar for Option I Liberal Studies majors in their freshman or sophomore year in which students explore their commitment to teaching as a career and a vocation.

110. Liberal Studies Seminar II (1, Credit/No Credit). A seminar for Option I Liberal Studies majors in their junior or senior year to allow them to integrate their classroom observations with their subject matter learning, reflect on the social issues currently impacting education, and prepare their Portfolios for final assessment.

196. Liberal Studies Internship (1-3, Credit/No Credit). An upper-division internship in which students work in a setting appropriate to their career goals.

LINGUISTICS

Linguistics is a systematic study of language. Looking at language from an objective, theoretical perspective provides a way in which to understand deeper issues that center on language as both creating and reflecting the human experience.

At Holy Names University, linguistics courses serve undergraduates in the following ways: (1) they fulfill the General Education language requirement; (2) they are included in the English and Liberal Studies majors; (3) they can also be one part of a self-designed major.

Linguistics Courses

145. Fundamentals of Language (3). An introduction to the study of language: its acquisition, nature, development, structure, variation, change, and relation to society. Prerequisites: ENGL 1A and 1B.

147. Modern American English (3). This course provides a broad perspective within which to understand Modern American English. It includes the history of the English language, the structure and development of present day English in the United States, and the different language varieties that are present in "Modern American English." (Also offered as ENGL 116.) Prerequisites: ENGL 1A and 1B.

154. Sociolinguistics (3). An introductory survey of issues relating to language and its social context. The course includes topics on language variation, bilingualism and code switching, politeness, language and gender, and language and power. Prerequisites: ENGL 1A and 1B.

MATHEMATICS

Currently the coursework in mathematics supports the general education requirement and a variety of majors in the University.

Mathematics Remediation

The following pre-university level math classes are offered to help entering students enhance their quantitative skills in preparation for university (GE level) mathematics. Students who place below GE level on the HNU Mathematics Placement Assessment are required to enroll in the appropriate pre-university course at HNU or to complete self-paced remediation to reach GE level placement by the end of their third semester. Failure to reach GE level placement by the end of the subsequent (fourth semester) will result in a hold placed on the student record prohibiting registration.

Pre-university level math courses are letter graded in order to provide students with accurate feedback regarding their progress but these courses **do not count toward HNU graduation requirements or cumulative GPA.**

A. Algebra 2 (3, letter graded, units do not apply toward graduation). Special work in Intermediate Algebra for students who place into MATH A or successfully complete MATH C at HNU (with a C- or above). Students who need to repeat MATH A must do so the following semester.

C. Algebra 1 (3, letter graded, units do not apply toward graduation). Special work in arithmetic and Beginning Algebra for students who place into MATH C or successfully complete MATH R (with a C- or above). Students who need to repeat MATH C must do so the following semester.

R. Refresher Mathematics (3, letter graded, units do not apply toward graduation). Special work in arithmetic for students who place into MATH R. Students who need to repeat MATH R must do so the following semester.

Mathematics Courses

1. Precalculus (4). Functional and modeling approach to the algebra and trigonometry essential for calculus. Polynomial, rational, trigonometric, exponential, logarithmic functions and their graphs; numerical trigonometry; trigonometric identities and equations. Prerequisite: Placement in GE level mathematics or successful completion of MATH A at HNU.

7. Mathematical Reasoning (3). An introduction to mathematical and quantitative reasoning for the liberal arts student focusing on problem solving across disciplines, modeling, and logical analysis. Topics may include problem-solving strategies, logic, functions, graphs, modeling, geometry, measurement, probability and statistics, symbolic manipulation and uses of software. Prerequisite: Placement in GE level mathematics or successful completion of MATH A at HNU.

11. Calculus I (4). Differential Calculus. Limits of functions, continuity, derivatives and antiderivatives of algebraic, exponential, logarithmic, and trigonometric functions, higher order derivatives rules of differentiation, simple differential equations and slope fields, applications of derivatives, applications to science and economics. Prerequisite: Placement in Math II or successful completion of MATH I.

12. Calculus II (4). Analytical Geometry and Integral Calculus. Techniques and applications of integration, fundamental theorem of calculus, differentiation and integration of transcendental functions, improper integrals, special topics in analytic geometry including conics; infinite series, parametric equations, polar coordinates. Prerequisite: MATH 11 with a grade of C- or better.

13. Calculus III (4). Multivariate Calculus. Vectors, vector-valued functions, partial differentiation, multiple integration and applications, line and surface integrals; the differential and directional derivatives. Prerequisite: MATH 12 with a grade of C- or better.

40. Linear Algebra (3). Systems of equations, linear algebra and matrices, Euclidean vector spaces, general vector spaces, eigenvalues and eigenvectors, inner product spaces, diagonalization and quadratic forms, and applications of linear algebra. Prerequisite: MATH 1 with a grade of C- or better.

60. Probability and Statistics (3). Design of experiments, descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, hypothesis testing, and tests of significance. Applications to business and biology. Prerequisite: MATH 1 with a grade of C- or better.

64. Discrete Mathematics (3). Topics include: logic; sets, relations and functions; number systems and modular arithmetic; algorithms; graph theory; Boolean algebra and switching systems; symbolic logic and logic circuits. Prerequisite: MATH 1 with a grade of C- or better.

123. College Geometry (3). Modern elementary geometry; transformations, including isometrics, similarities, inversions; non-Euclidean geometries; other topics from convex and projective geometries. Prerequisite: MATH 1 or MATH 7 with a grade of C- or better.

152. History of Mathematics (3). The story of the development of mathematics and of the people who created it; topics primarily from the areas of number theory, geometry, algebra. Also appropriate for non-mathematics majors. Prerequisite: MATH 1 with a grade of C- or better.

MULTIMEDIA ARTS AND COMMUNICATION STUDIES (see Communication Studies)

MUSIC

At Holy Names University, the Music Department's goal is to offer its students professional-caliber musical preparation together with a liberal arts education. Rigorous coursework and performance studies go hand-in-hand. High priority is also given to music students' personal growth, development, and overall welfare. The Music Department is vitally concerned with its students as individuals, thus fostering a creative academic environment.

Faculty and students work closely together in the dramatic setting of the Valley Center for Performing Arts, and students often develop mentor relationships with artist/faculty, distinguished for their performances as well as their teaching. In addition, the extensive cultural resources of the San Francisco Bay Area offer the diverse and enriching experiences of first-class opera, symphony, ballet, choruses, chamber ensembles, and other musical presentations.

Holy Names University offers two undergraduate music degrees. The Bachelor of Music degree in Performance (Piano, Vocal, or Instrumental) prepares students for graduate study and career possibilities in performing, accompanying, and teaching. The Bachelor of Arts in Music has a less demanding performance schedule and offers the opportunity to pursue a double major. This degree also prepares students for graduate studies and many career opportunities in music.

For all programs of study, music students receive musicianship training (ear-training and sight-singing) from highly-trained Kodály specialists. These faculty, internationally recognized for their expertise, impart a distinctive component to the undergraduate curricula.

The core undergraduate music program at Holy Names University is a unique, innovative Great Works curriculum, integrating all aspects of musicianship studies in relation to the greatest masterpieces of the Western musical tradition. History, theory, and musicianship studies are integrated in a six-semester sequence. Each course focuses on a period of music history, while making connections with the music of other periods and other cultures around the world. Courses are team-taught by the HNU music faculty and integrated with students' work in performance ensembles and individual music studies.

General Requirements

1. Admission and Audition Requirements

- Assessment exams in theory, sight-singing, dictation, and piano are required of all students entering the program and must be taken prior to the student's first semester in residence. These exams are offered during the week prior to the beginning of each semester.
- For acceptance into any of the undergraduate music programs, the applicant must audition for a faculty jury prior to the term in which proposed study would begin.

Pianists and other instrumentalists should perform three works chosen from different periods, at least one of which must be memorized. Vocalists should sing two classical music selections, one of which can be a folk song.

2. Freshman year requirements

At the end of the first and second terms of study, the work of a student is reviewed by a faculty jury to determine whether he/she should pursue a major in music. The student will receive a written report of this review.

3. Additional Requirements (For specifics, refer to Music Student Handbook.)

All students majoring in music must pass a piano proficiency examination or register in Functional Piano (MUSC 21/121) until this requirement is met. Students who do not meet this requirement by the end of the sophomore year will be required to take private piano lessons.

BACHELOR OF ARTS IN MUSIC

(52 units—including lower-division preparation)

Preparation for the Major (10 units)

MUSC 1A	American Music (3)
MUSC 1B	Introduction to Classical Music (3)
MUSC 16	Private Lessons (1,1)
MUSC 21/22/60-67	Piano Class or Voice Class or Ensembles(1,1)

Requirements of the Major (42 units)

MUSC 12/112 A/B	Medieval/Renaissance (2,2)
MUSC 13/113 A/B	Renaissance to Baroque (2,2)
MUSC 104 A/B	Baroque to Classical (2,2)
MUSC 105(W) A/B	Classical II (2,2)
MUSC 106(W) A/B	Romantic (2,2)
MUSC 108 A/B	20th/21st Century (2,2)
MUSC 16/116	Private Lessons (1,1,1,1,1,1)
MUSC 60-61/160-161	Chorus or Chamber Singers (1,1)
MUSC 60-67/160-167	Ensembles (1,1,1,1)
MUSC 181A	Choral Conducting (2)
MUSC 102	Bytes and Notes (1)
MUSC Electives	Upper-Division (3)

BACHELOR OF MUSIC

(63 units – including lower-division preparation)

Preparation for the Major (10 units)

MUSC 1A	American Music (3)
MUSC 1B	Introduction to Classical Music (3)
MUSC 16	Private Lessons (1,1)
MUSC 21/22/60-67	Piano Class or Voice Class or Ensembles (1,1)

Requirements of the Major (33 units)

MUSC 12/112 A/B	Medieval/Renaissance (2,2)
MUSC 13/113 A/B	Renaissance to Baroque (2,2)
MUSC 104 A/B	Baroque to Classical (2,2)
MUSC 105(W) A/B	Classical II (2,2)
MUSC 106(W) A/B	Romantic (2,2)
MUSC 108 A/B	20th/21st Century (2,2)
MUSC 16/116	Private Lessons (1,1,1,1,1,1)
MUSC 181A	Choral Conducting (2)
MUSC 102	Bytes and Notes (1)

Concentration in Piano Performance (20 Units)

MUSC 61/161	Chamber Singers (1,1)
MUSC 64/164	Piano Ensemble (1,1)
MUSC 60-67/160-167	Ensembles (1,1) *
MUSC 65/165	Accompanying (1,1)

MUSC 134A,B	Keyboard Literature (2,2)
MUSC 151	Piano Pedagogy (3)
MUSC Electives	Upper-Division (3)
MUSC 190A,B	Junior and Senior Recitals (1,1)

Concentration in Vocal Performance (20 Units)

MUSC 61/161	Chamber Singers (1,1)
MUSC 60-17/160-167	Ensembles (1,1) *
MUSC 132A,B	Lyric Diction (1,1)
MUSC 133	Vocal Literature (3)
MUSC 154	Vocal Pedagogy (3)
MUSC Electives	Upper-Division (4)
MUSC 190A,B	Junior and Senior Recitals (1,1)

Concentration in Instrumental Performance (20 Units)

MUSC 61/161	Chamber Singers (1,1)
MUSC 64/164	Piano Ensemble (1,1)
MUSC 60-67/160-167	Ensembles (1,1) *
MUSC 63/163	Orchestra (1,1)
MUSC 135	Instrumental Literature (3)
MUSC 152	Instrumental Pedagogy (3)
MUSC Electives	Upper-Division (3)
MUSC 190A,B	Junior and Senior Recitals (1,1)

**Ensembles involving student's primary instrument*

Requirements Outside the Major

All candidates must complete at least 30 units outside the major. Voice majors are encouraged to take at least 8 units of foreign language.

The Minor (23 units)

This program allows for a concentration of study selected from core courses, lessons and ensembles for the student interested in developing basic musical skills. Students are encouraged to declare a music minor early in their studies.

MUSC 1A	American Music (3)
MUSC 1B	Introduction to Classical Music (3)
MUSC 12/112 A/B	Medieval to Renaissance (2,2)
MUSC 13/113 A/B	Renaissance to Baroque (2,2)

The four courses above should be taken as a four-semester sequence.

MUSC 16/116	Private Lessons (1,1,1,1)
MUSC 71/171 A,B or C	Perspectives in Music (3)
MUSC 160-167 Ensembles	Upper-Division (1,1)

CERTIFICATE IN PIANO PEDAGOGY WITH SUZUKI EMPHASIS

The Certificate is designed for today's active and independent piano teacher who seeks opportunities to expand and update teaching and playing skills. It is ideal for teachers whose professional and personal commitments do not permit the time to pursue a traditional degree program. Qualified participants may wish to use this program as the springboard to an undergraduate or graduate degree in music at Holy Names University.

The program in Piano Pedagogy stresses the philosophical and practical approaches of the world-renowned Suzuki Method of Music Education. Offering a well-rounded program, the curriculum combines the Suzuki Association of the Americas' requirements and methodology with general pedagogical courses and piano literature. The Preparatory Music Department at Holy Names, which uses the Suzuki Method of Music Education as the basis for teaching more than 300 young musicians and provides an ideal laboratory setting for observation and instruction, is known throughout the Northern California area as a center of outstanding musical instruction. Instructors include members of the HNU music faculty and teacher trainers approved by the Suzuki Association of the Americas, Inc.

The program is divided into three areas, each of which is an integral part of the summer session.

1. Instruction and observation in the Suzuki Piano Books as approved by the Suzuki Association of the Americas; Practicum.
2. General piano pedagogy.
3. Informal recital and videotape of student performances.

FIVE-YEAR HONORS PROGRAM (BA/MM and BM/MM)

Piano and voice students with a high level of performance who enter the University with at least a 3.5 GPA, and have maintained a 3.5 GPA at the University for at least one semester, can apply to participate in a five-year BA/MM or BM/MM degree program. The Bachelor's degree will be conferred upon completion of all undergraduate requirements and the Master's degree will be conferred at the end of the fifth year. This program is appropriate for qualified transfer students. Students are expected to excel both in performance and in academics. Performance levels will be reevaluated each semester at the Performance Final. Students whose GPA falls below the 3.5 minimum will be allowed one probationary semester to regain good standing. No additional probationary terms will be allowed. When the student has reached within 35 units of graduation with both degrees, the advisor will ask the student to complete a change of major form from the Student Resource Center. The student will then be officially classified as a graduate student on the registration database, and will be charged the graduate student tuition rate and eligible for graduate student financial aid.

Music Courses

1A. American Music (3). Introduction to the multicultural, democratic roots of American music through singing, listening, and playing. Fundamentals of melody, harmony, rhythm, form, style, and cultural context. Non-majors welcome.

1B. Introduction to Classical Music (3). Study of melody, harmony, rhythm and form in Western classical music through performance and analysis. Non-majors welcome. Prerequisite: 1A or consent of instructor.

12A/112A. Medieval to Renaissance Music: Musicianship

and Theory (2). Ear-training, sight-singing, dictation and analysis of Western music to 1500. Modes, counterpoint, cadences, and melodic analysis. Study and performance of Gregorian chant, troubadour songs, and works of Dufay and Josquin. Graduate and transfer students may enroll in upper-division course with advisor's approval.

12B/112B. Medieval to Renaissance Music: Theory and History (2). A comprehensive study of the music of the Western world to 1500, including cross-cultural influences from the East. Sacred and secular music. 16th century counterpoint and composition. Study of Gregorian chant, troubadour songs, and works of Dufay and Josquin. Graduate and transfer students may enroll in upper-division course with advisor's approval.

13A/113A. Renaissance to Baroque Music: Musicianship and Theory (2). Ear-training, sight-singing, dictation and analysis of music of the 16th and 17th centuries. Principles of tonal harmony and harmonic analysis. Triads, seventh chords, figured bass. Study and performance of works of Palestrina, Byrd, Monteverdi, Bach, and Vivaldi. Graduate and transfer students may enroll in upper-division course with advisor's approval.

13B/113B. Renaissance to Baroque Music: Theory and History (2). History and analysis of music of the 16th and 17th centuries. Continuation of 16th century counterpoint, introduction to 18th century counterpoint. Formal structures of music of the Baroque period. Study of works of Palestrina, Byrd, Monteverdi, Bach, and Vivaldi. Graduate and transfer students may enroll in upper-division course with advisor's approval.

***16/116. Private Lessons (1).** A total of fourteen one-hour lessons during a semester. A performance final is required at the end of each term in which lessons are taken. For majors and non-majors.

***17/117. Private Lessons - Second Instrument (1).**

***20A,B/120A,B. Piano Class (1,1).** Group keyboard instruction: beginning to intermediate levels.

***21/121. Functional Piano (1).** Group keyboard instruction for music majors who do not meet the piano proficiency requirements.

***22A,B/122A,B. Voice Class (1,1).** Group vocal instruction: beginning to intermediate levels.

***60/160. HNU Chorus (1).** Rehearsal and performance of choral literature. Open to majors, non-majors, and members of the community.

***61/161. HNU Chamber Singers (1).** Study and performance of choral chamber literature. Open by audition to majors, non-majors, and members of the community.

***62/162. Chamber Ensemble (1).** Performance of selected works in the literature of string, woodwind, vocal and/or brass ensemble, or combinations of these groups. Open by audition to majors, non-majors, and members of the community.

***63/163. HNU Orchestra (1).** Performance of works from the standard orchestra repertoire. Open by audition to majors,

non-majors, and members of the community.

***64/164. Piano Ensemble (1).** Study and performance of keyboard works for piano ensemble. Open by audition to majors, non-majors, and members of the community.

***65/165. Accompanying (1).** Qualified pianists are assigned to studio and ensemble accompanying for approximately three hours per week.

***67/167. Baroque Ensemble (1).** Performance of instrumental and vocal works from the 18th century. Open by audition to majors, non-majors, and members of the community.

***71/171A,B,C. Perspectives in Music (3,3,3).** General music courses for non-majors and majors. A: Introduction to Music: An introduction to classical music and music history through live and recorded performances. B: From Bach to the Beatles: An introduction to musical styles from around the world, covering all periods of classical music, the history of the blues, topics in rock and a survey of world music. C: Special Topics: includes Music in World Cultures and All About Jazz.

101A,B. Selected Topics in Theory (2, 3). A: Composition: Emphasis on the smaller forms; free composition from representative periods and media. B: Eighteenth century counterpoint. Studies in two-, three- and four-part counterpoint. Consent of instructor required.

102. Bytes and Notes: An Introduction to Music Computer Technology (1). An introductory hands-on course on sound generation and creation, music arranging, editing, sound storage and desktop publishing. Prerequisite: MUSC 1B.

104A. Baroque Music to Classical Music: Musicianship and Theory (2). Intermediate ear-training, sight-singing, dictation and analysis of music of the 18th century. Functional harmony, keyboard harmony, four-part writing. Secondary dominants, diminished 7th chords, modulation to related keys. Study and performance of works of Bach, Handel, Mozart and Haydn.

104B. Baroque Music to Classical Music: Theory and History (2). History and analysis of the music of the 18th century, focusing on vocal and choral forms (cantata, oratorio, opera). Influence of European folk music on classical forms. Study of major works of Bach, Handel and Mozart.

105A(W). Classical Music II: Musicianship and Theory (2). Intermediate ear-training, sight-singing, dictation and analysis of music of the 18th century. Further study of altered chords and modulation with greater emphasis on minor tonality. Study and performance of works of Mozart, Haydn, and Beethoven songs, sonatas and symphonies.

105B(W). Classical Music II: Theory and History (2). History and analysis of large forms of Viennese Classicism, focusing on instrumental forms (sonata, symphony, concerto). Study of works of Mozart, Haydn, and Beethoven.

106A(W). Music of the Romantic Era: Musicianship and Theory (2). Advanced ear-training, sight-singing, dictation and

analysis of music of the 19th century. Chromatic harmony and modulation to distant keys. Study and performance of the works of Beethoven, Schubert, Brahms, Chopin and Wagner.

106B(W). Music of the Romantic Era: Theory and History (2). Music and culture in the 19th century. Romantic music in relation to art, poetry, and changing cultural values. The development of the art song. Study of works of Beethoven, Schubert, Brahms, Chopin and Wagner.

108A. Music of the 20th and 21st Centuries: Musicianship and Theory (2). Advanced ear-training, sight-singing, dictation and analysis with special focus on music from 1900 to the present. Influence of non-Western music on contemporary composers. Analysis and composition of music in 20th century idioms.

108B. Music of the 20th and 21st Centuries: Theory and History (2). Music and modernity. Compositional techniques and musical language of major composers to the present. Influence of non-Western music on contemporary composers. Performance, analysis and composition of music in 20th century idioms.

***124. Opera Workshop (1).** Study and performance of scenes from the standard opera repertoire. Open by audition to majors, non-majors, and members of the community.

132A,B. Lyric Diction (1,1). Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. A: Italian and French. B: German and English. Prerequisite: A knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

133. Literature of the Voice (3). A survey of the principal literature for solo voice.

134A,B. Keyboard Literature (2,2). A: Study of the principal literature of the piano from the Baroque to Schubert. B: Study of the principal literature from the Romantic Era through the present. Prerequisite: MUSC 13.

135. Literature of the Major Instrument (3). A survey of the principal literature for instruments other than piano.

146. Children's Vocal Pedagogy (1). Study of children's vocal development; introduction to children's choral repertoire.

151. Piano Pedagogy (3). Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

152. Instrumental Pedagogy (3). Principles, procedures, methods and materials with observation and participation.

154. Vocal Pedagogy (3). Includes goal setting, how to teach technique and coach repertoire, a survey of vocal literature, and the anatomy and physiology of the instrument.

180. Instrumental Conducting (2). Basic principles of conducting; includes score reading. Consent of instructor required.

***181A,B. Choral Conducting (2, 2).** A: Basic principles of con-

ducting and rehearsal techniques taught in a laboratory setting. Application of these principles to artistic performance. Includes introduction to phonetics and score memorization and preparation. Prerequisite: MUSC 105 or consent of instructor. B: Continued development of conducting and rehearsal techniques. Application of these principles in the performance of more difficult choral repertoire. Includes working with choral groups and instrumentalists to demonstrate artistic and technical competency.

190A,B. Recital (1,1). A public performance given with the approval of the instructor and the music faculty jury. A: Junior Recital with credit/no credit grade. B: Senior Recital with letter grade.

* Repeatable courses.

NURSING: PLEASE SEE THE NURSING UNDERGRADUATE DIVISION BEGINNING PAGE 118

PHILOSOPHY

Philosophy begins with wonder--about big and basic questions: What can we know? How should we live? What is really real? And what really matters?

Philosophical questions are at the heart of all liberal learning, probing the frameworks and presuppositions of other special studies. They are also at the heart of every student's personal quest for wisdom through an "examined life."

At Holy Names University, students may pursue the study of Philosophy as part of their General Education, as a full major, as part of a self-designed major, or as a minor.

Students majoring in Philosophy or Religious Studies share a common core of four classes, in which they examine and compare both philosophical and religious perspectives on four fundamental areas of questioning: human personhood, human social and political life, human values, and world wisdom traditions. The remaining classes in the Philosophy major include a series of tutorials in which a small group of students encounter and debate the great themes and the great thinkers of past philosophical traditions, while bringing to bear a number of critical contemporary perspectives that open up the "perennial" questions to new and diverse voices.

A student graduating with a major in Philosophy is expected to be able to (1) think widely and deeply about foundational and framework questions; (2) explicate and critically analyze complex texts; (3) construct and present sound and well-developed arguments, orally and in writing; (4) know enough of the history of Philosophy, Western and non-Western, to make illuminating comparisons between the approaches of different thinkers and traditions to basic ethical, epistemological, and metaphysical questions; and (5) articulate a well-reasoned personal stance on fundamental questions of reality, meaning and value.

In the senior year each Philosophy major will demonstrate command of these competencies in a Portfolio which includes

a sample of work from each Tutorial, one other paper of the student's choice, and a 15-20 page senior essay presented and defended in a tutorial or in the ISAC 195(W) Senior Colloquium.

A major in Philosophy has many uses. Society is well served by the training of people skilled in rational analysis, sensitive to complex and value-laden issues, and practiced in thinking clearly, flexibly, and creatively. Such skills can often be more useful as career preparation than narrowly specialized training. In addition to pursuing graduate work specifically in Philosophy, majors have gone on to successful careers in such fields as law, journalism, computer science, social services, education, and public service.

BACHELOR OF ARTS IN PHILOSOPHY

Preparation for the Major

PHIL 2	Logic
PHIL 20(W)	Moral Choices in Contemporary Society
<i>or</i> PHIL 40(W)	The Human Person

Requirements of the Major (24 upper-division units)

PHIL 120(W)	Moral Choices in Contemporary Society
<i>or</i> PHIL 140(W)	The Human Person
RLST 122	Religion, Philosophy and Human Rights
RLST 175	World Wisdom Traditions
PHIL 100A, B, C, or D	The Great Philosophers (at least two tutorials)
PHIL 180A, B, C or D	Tutorials. (Majors must take at least two)
One upper-division elective in Philosophy	

Seniors will write a senior essay under the direction of a member of the Philosophy faculty.

Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.

The Minor

Requires a minimum of 21 units in Philosophy, as advised.

Philosophy Courses

2. Logic (3). Introduction to the basic techniques of formal and informal logic, to develop critical thinking skills helpful in producing and evaluating arguments. Emphasis on practical applications in ordinary language, including the recognition and refutation of fallacious reasoning.

20/120(W). Moral Choices in Contemporary Society (3). The course will provide an opportunity to develop a method for the evaluation and analysis of moral issues and to examine the function of religion, culture, personal history, and philosophical theories in making ethical decisions. Upper-division students will explore these issues at a deeper and more complex level of analysis. Prerequisite: ENGL 1B.

40/140(W). The Human Person (3). This course will intro-

duce the student to some of the great philosophical and religious traditions as they probe questions about being human—soul, freedom, meaning, community, purpose. Upper-division students will explore these issues at a deeper and more complex level of analysis. Prerequisite: ENGL 1B.

100. A,B,C,D Tutorial: The Great Philosophers (3,3,3,3). Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. A: Plato and Aristotle; B: Augustine, Thomas Aquinas, Descartes; C: Hume, Leibniz, Kant; D: Hegel, Kierkegaard, Sartre.

151. Ethics: The Problem of Friendship (3). Of human loves, friendship seems to be the least complicated and most common, the least demanding and the most disinterested. Or is it? Reflecting critically on lived experience and on readings from Aristotle, Cicero, Buber, C. S. Lewis and others, the class will explore the role of this fundamental human relationship in the development and testing of personal and social morality.

156. Ethics at Work (3). The course will consider the moral quandaries people face in business and professional life, explore the contacts and conflicts between personal value systems and “standard practice,” and analyze ethical theory as a basis for developing skill in moral discernment in concrete cases.

164. Philosophy Through Film. Film is the contemporary art form which most regularly engages us with timeless issues like love, death, evil, freedom, violence, happiness. Reflecting on both the medium and its messages, we will consider one or more of these themes as presented in selected films and philosophical readings.

177. Asian Art and Philosophy (3). An introduction to selected Asian religious traditions in the context of their artistic and philosophical significance. Contrast with Western art will be included to emphasize diverse approaches to subject, composition and technique. (Also offered as ARTS 177.)

180A,B,C,D(W). Tutorial: Problems in Systematic Philosophy (3,3,3,3). The contemporary encounter with the traditional central themes of various “schools” of philosophy. A: Theories of Knowledge; B: Metaphysics; C: Ethics and Metaethics; D: Cosmology. Prerequisite: ENGL 1B.

PHYSICAL EDUCATION AND HEALTH

The Physical Education and Health program is designed to offer activities which provide a balance to the academic curriculum. All students are encouraged to participate in intramural as well as intercollegiate teams. All courses use CR/NC grading except PHED 10 and PHED 110.

Physical Education Courses

10. Weight Training and Fitness (1). Course may be taken only once.

12. Basketball (1)

14. Volleyball (1)

15. Swimming (1)

16. First Aid and CPR (1). The study and practice of first aid and cardiac pulmonary resuscitation (CPR) methods and techniques. The course provides certification in American Red Cross Standard First Aid and CPR.

19. Aerobics/Conditioning (1)

25. Dance Exercise (1)

45. Self Defense (1)

62 Intercollegiate Basketball (1)

64 Intercollegiate Volleyball (1)

68 Intercollegiate Cross Country (1)

70 Intercollegiate Golf (1)

72 Intercollegiate Soccer (1)

74 Intercollegiate Softball (1)

75 Intercollegiate Tennis (1)

76 Intercollegiate Baseball (1)

97. Special Topics (1)

110. Physical Education for Teachers (1)

111. Sport Theory (3). Study of skill techniques, skill analysis and the development of appropriate practice progression in team sports.

PHYSICAL SCIENCE AND PHYSICS

Specific courses in Physical Science and Physics serve as requirements in General Education, Liberal Studies, Biological Sciences, Professional Health Programs, and as electives for interested students. PHSC 15 or PHYS 8A fulfill the general education requirements.

Physical Science Courses

15. Fundamentals of Physical Science (3). An introduction to the basic concepts of physics and chemistry. Topics include motion, forces, energy, heat, atomic theory, periodic table, physical and chemical properties of matter, and chemical reactions. The course combines lectures, experiments, and demonstrations. Prerequisite: Placement into GE level mathematics or successful completion of MATH A at HNU.

110. Earth and Space Science (3). An introduction to the principles of astronomy, geology, and meteorology; Topics include galaxies, birth, evolution and death of stars, the solar system, planet Earth including its structure and composition, plate tectonics, earthquakes, volcanoes, weathering, rock and water cycles, global climates, and weather. The format includes lectures, selected experiments, and field experiences. Prerequisites: MATH 7 and PHSC 15 with a grade of C- or better.

112. Physical Geology (3). A general study of the composition of the Earth and the processes that continually change its surface features, including plate tectonics, earthquakes, volcanic activity, weathering, erosion, and the rock cycle. The format includes

lectures, selected experiments and field experiences. Prerequisite: PHSC 15 with a grade of C- or better.

113. Astronomy (3). General facts and principles of the science of astronomy. Ancient astronomy; measurement techniques; birth, evolution and death of stars; the solar system; galaxies, extraterrestrial life. The format includes lectures, selected experiments, and field experiences. Prerequisites: MATH 7 and PHSC 15 with a grade of C- or better.

Physics Courses

8A. General Physics I (4). Introduction to physics without the use of calculus: concepts of mechanics and heat. Lecture: 3 hours. Laboratory: 4 hours. Prerequisite: Placement in MATH 11 or MATH 1 with a grade of C- or better.

8B. General Physics II (4). Introduction to physics without the use of calculus: concepts of electricity, magnetism, waves and optics. Lecture: 3 hours. Laboratory: 4 hours. Prerequisite: PHYS 8A with a grade of C- or better.

POLITICAL SCIENCE

A minor in Political Science is conferred upon completion of the following 21 units of coursework. These courses analyze and explore international political struggles due to economic pressures, unstable state institutions, transient power ideology, and shifting cultural beliefs. A minor in Political Science may lead to careers in law, public policy, teaching, journalism, and international business.

Political Science Courses

1. Introduction to Political Science: United States Government (3). A course designed to introduce the student to ideas about politics, questions of power and authority, and contextualizing the frame of reference in the United States.

6. World Politics and Geography (3). This course analyzes the concept of mapping—defining boundaries, identifying power territories, framing the nation state, and determining the limits of the economic and social factors in each perspective space through historical events. (Also offered as HIST 6.)

102(W). Comparative Political Systems (3). Basic concepts of political culture, ideology, and political behavior are explored. The interaction between demands and decisions in political systems is examined in a comparative context, using case studies from Europe, Latin America, Africa, and the Middle East. (Also offered as SOCI 166(W).) Prerequisite: ENGL 1B.

114. Comparative Revolutions (3). A study of revolutionary theories and their application to historical examples, including Iran, China, Russia, Cuba, and South Africa.

120. Dynamics of International Relations (3). Causes of war and ways to peace, with particular consideration of contemporary international issues, such as disparities in national wealth, nuclear proliferation, disarmament, and regional integration.

169. Power and Powerlessness (4). Analysis of the relationship between power and powerlessness based on the major systems of social stratification—class, race, ethnicity, and gender. Power relations are examined at the level of social structure, institutions, and social interaction in everyday life, including the economy and work, intimate relationships, belief systems, and violence. (Also offered as SOCI 169.)

196. Political Science Internship (3, Credit/No Credit). A course enabling students to engage in an internship within the political community to explore different avenues for research and job opportunities.

PSYCHOBIOLOGY

Psychobiology at Holy Names University is an interdisciplinary program focused on the study of the relationships between physiological processes and behavior in human beings and other animal species. Psychobiology majors take coursework within the areas of psychology and biology and are typically prepared for a variety of careers including those involving laboratory research and field work. The major prepares students for graduate studies in physiological psychology, animal behavior, and neuroscience. It is also suitable as a preparation for teaching, counseling, and health science fields including medicine.

To accommodate the interests of different students, the psychobiology program offers two tracks: a Bachelor of Arts degree for students planning on graduate study in psychology and a Bachelor of Science degree for students with an interest in biological research or medicine. Students who wish to major in psychobiology must first complete the appropriate preparatory courses with a grade of C- or higher. As part of the major, students take courses dealing with human and animal neurophysiology and human cognition. In their senior year, all majors (1) take a capstone course in which they write a comprehensive paper or (2) write a senior thesis, involving an original piece of research, under faculty supervision.

Prerequisites and Entry into the Program in Psychobiology

Faculty advisors confer with each entering student to determine an appropriate course of study based on the student's preparation and objectives. The University offers both the Bachelor or Arts and the Bachelor of Science in Psychobiology. Formal acceptance into these degree programs is made upon the completion of the prerequisites for the major.

Though both degrees prepare students for careers in various fields of biology and psychology, the Bachelor of Science degree program should be pursued by students desiring careers in research, college teaching, or health sciences that require graduate school, additional professional school preparation, or specialized training at the postgraduate level. Students interested in certain graduate programs may need to complete courses specified by these programs which are in addition to their undergraduate required courses.

BACHELOR OF ARTS IN PSYCHOBIOLOGY

A total of 32 units of preparation and a minimum of 35 units of coursework within the major distributed across Psychology and Biological Sciences.

Preparation for the Major (33 units)

CHEM 1A & 1B	General Chemistry (5, 5)
CHEM 18 & 18L	Organic Chemistry I with Lab (4, 1)
BIOL 1A & 1B	Principles of Biological Science with Lab (4, 4)
PSYC 1	Introduction to Psychology (3)
PSYC 20	Introductory Psychology Seminar (4)
PSYC 63	Statistical Methods (3)

Requirements of the Major (33–34 units)**Biology (14 units)**

BIOL 100	Animal Behavior (3)
<i>or</i> BIOL 120	Natural History of California
BIOL 117, 117L	Comparative Anatomy and Embryology with Lab (3,2)
<i>or</i> BIOL 140	Immunology (3)
plus BIOL 175L	Biochemistry and Molecular Biology Lab (2)
<i>or</i> BIOL 150	Cell and Developmental Biology (3)
<i>plus</i> BIOL 175L	Biochemistry and Molecular Biology Lab (2)
BIOL 115	Advanced Human Physiology (3)
BIOL 160	Genetics: (3)

Psychology (16 units)

PSYC 100(W)	Experimental Psychology (4)
PSYC 120	Learning and Cognition (3)
PSYC 124	Physiological Psychology (3)
PSYC 132	Cognitive Development (3)

plus one of the following:

PSYC 134	Personality & Social Development (3)
PSYC 140	Social Psychology (3)
PSYC 160	Psychology of Personality (3)
PSYC 168	Psychopathology (3)

Senior Seminar (3–4 units)

PSYC195/BIOL 192(W)	Senior Seminar (4/3)
<i>or</i> PSYC 198	Senior Thesis (3)

BACHELOR OF SCIENCE IN PSYCHOBIOLOGY

A total of 45 units of preparation and a minimum of 39 units of coursework within the major, distributed across Psychology and Biological Sciences.

Preparation for the Major (45 units)

CHEM 1A, 1B	General Chemistry (5,5)
CHEM 18, 18L	Organic Chemistry I with Lab (4,1)
CHEM 19, 19L	Organic Chemistry II with Lab (4,1)
BIOL 1A, 1B	Principles of Biological Science (4,4)
PHYS 8A, 8B	General Physics I, II with Lab (4,4)
PSYC 1	Introduction to Psychology (3)
PSYC 20	Introductory Psychology Seminar (3)
PSYC 63	Statistical Methods (3)

Requirements of the Major (37–38 units)**Biology & Chemistry (18 units)**

BIOL 100	Animal Behavior (3)
<i>or</i> BIOL 120	Natural History of California
BIOL 117, 117L	Comparative Anatomy and Embryology with Lab (3,2)
<i>or</i> BIOL 140	Immunology (3)
<i>plus</i> BIOL 175L	Biochemistry and Molecular Biology Lab (2)
<i>or</i> BIOL 150	Cell and Developmental Biology (3)
<i>plus</i> BIOL 175L	Biochemistry and Molecular Biology Lab (2)
BIOL 115	Advanced Human Physiology (3)
BIOL 160	Mendelian and Molecular Genetics (3)
BIOL 130	Biochemistry: Information Pathways (4)

Psychology (16 units)

PSYC 100(W)	Experimental Psychology (4)
PSYC 120	Learning and Cognition (3)
PSYC 124	Physiological Psychology (3)
PSYC 132	Cognitive Development (3)

plus one of the following:

PSYC 134	Personality & Social Development (3)
PSYC 140	Social Psychology (3)
PSYC 160	Psychology of Personality (3)
PSYC 168	Psychopathology (3)

Senior Seminar (3–4 units)

PSYC 195/BIOL 192(W)	Senior Seminar (4/3)
<i>or</i> PSYC 198	Senior Thesis (3)

See Psychology, Biological Sciences, and Chemistry for course listings.

PSYCHOLOGY

Working within a liberal arts framework, students majoring in Psychology at Holy Names University come to an understanding of persons, the processes by which they develop, and the effects of cultural, social, and environmental factors on behavior.

Fields within Psychology include social psychology, personality, clinical and counseling psychology, developmental psychology, biological psychology, cognitive psychology, experimental psychology, and psychological measurement and assessment.

The goals of the HNU program include (1) a breadth of knowledge in psychology; (2) exposure to various fields of psychology, including the research methods used to study them; (3) critical thinking within a psychological perspective; (4) skill in spoken and written communication of psychological material (including writing in the APA format); (5) awareness of, and concern for, values and ethics as they apply to various fields in psychology; and (6) enhancement of the student's own personal and interpersonal awareness and growth.

The HNU program also offers small class size and flexibility of program design; studies culminate in an integrative senior seminar with an emphasis on the history of psychology. Within the context of a basic set of courses, students can design a program preparing them for graduate school or a wide variety of careers.

Internships based on student interests are encouraged in the junior or senior year.

In the workplace, psychology applies its knowledge and methodology to practical problems and concerns. Psychology majors work in many areas, such as education, business, social service and other helping professions.

After graduate study, Psychology alumni have entered careers in such areas as marriage and family counseling, social work, clinical psychology, college and university teaching, law, educational administration, organizational development, theology, and ministry.

The program awards the Kennedy-Parrish Psychology Scholarship, a partial tuition grant open to full-time juniors and seniors in Psychology. The award is based on need, scholastic achievement, and promise in psychology.

BACHELOR OF ARTS IN PSYCHOLOGY

Preparation for the Major

Psychology (traditional program)

PSYC 1	Introduction to Psychology
PSYC 20	Introductory Psychology Seminar

Psychology (adult program)

PSYC 1	Introduction to Psychology
SOCI 1	Introduction to Sociology

(A lower-division psychology elective, approved by the student's advisor, may be substituted for SOCI 1.)

Quantitative (both programs)

PSYC 63	Statistical Methods
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Biological (both programs)

BIOL 15	Human Biology
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Strongly Recommended Courses:

Social Science:

SOCI 1	Introduction to Sociology
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Philosophy:

PHIL 40(W)	The Human Person
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Requirements of the Major (30 upper-division units)

Statistics-Methodology (8 units)

PSYC 100(W)	Experimental Psychology
PSYC 108(W)	Field Methods

Breadth: One course from each of the following four areas. (Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.)

Biological and Cognitive Psychology (3 units)

PSYC 120	Learning and Cognition
PSYC 124	Physiological Psychology
PSYC 125	Psychology of Emotion
PSYC 128	Human Sexuality
PSYC 132	Cognitive Development

Social Psychology (3 units)

PSYC 140	Social Psychology
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PSYC 143	Group Processes and Communication
PSYC 147	Gender Issues
PSYC 148(W)	Organizational Behavior

Developmental Psychology (3 units)

PSYC 130	Child and Adolescent Development
PSYC 131	Adult Development and Aging
PSYC 132	Cognitive Development
PSYC 134	Personality and Social Development

Personality and Clinical Psychology (3 units)

PSYC 160	Psychology of Personality
PSYC 167	Counseling Theories and Procedures
PSYC 168	Psychopathology
PSYC 169	Community Psychology

History of Psychology (3 units)

PSYC 195(W)	Senior Coordinating Seminar
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Electives (6 units)

Six additional upper-division units in Psychology, selected in consultation with the student's advisor.

Internship (Strongly recommended)

PSYC 196	Internship in Psychology
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Psychology Emphases

As the study of psychology presents varied career possibilities, the psychology program offers four study tracks or emphases. The specified courses satisfy the Breadth and elective requirements in psychology.

Graduate School Emphasis

Area concentration prepares the student for graduate work in either cognitive, developmental, social, personality, or clinical psychology.

Course work includes:

PSYC 100(W)	Experimental Psychology
PSYC 108(W)	Field Methods
PSYC 124	Physiological Psychology

Plus four courses in area of concentration.

Ministry Emphasis

The Psychology major with a Religious Studies minor prepares the student for work in ministry settings. The Religious Studies minor is developed in conjunction with the Religious Studies program.

Course work includes:

PSYC 128	Human Sexuality
PSYC 140	Social Psychology
PSYC 143	Group Processes and Communication
SOCI 130	Contemporary Families
PSYC 130	Child and Adolescent Development
<i>or</i> PSYC 131	Adult Development and Aging
PSYC 160	Psychology of Personality
<i>or</i> PSYC 167	Counseling Theories and Procedure

Business Emphasis

The Psychology major with a Business emphasis is a career-oriented program designed to prepare students to work in

areas of management, personnel, and human services.

Course work includes:

PSYC 120	Learning and Cognition
PSYC 131	Adult Development and Aging
PSYC 140	Social Psychology
PSYC 143	Group Processes and Communication
PSYC 148(W)	Organizational Behavior
PSYC 160	Psychology of Personality
<i>or</i> PSYC 167	Counseling Theories and Procedures

Clinical and Community Services Emphasis

The Psychology major with an emphasis in clinical and community service prepares students to work in human services or to go on to graduate school in clinical or counseling psychology. The student may wish to develop a Sociology minor for this emphasis.

Course work includes:

PSYC 128	Human Sexuality
PSYC 143	Group Processes and Communication
PSYC 160	Psychology of Personality
PSYC 167	Counseling Theories and Procedures
PSYC 168	Psychopathology
SOCI 130	Contemporary Families

Plus one of the following:

PSYC 130	Child and Adolescent Development
PSYC 131	Adult Development and Aging
PSYC 134	Personality and Social Development

The Minor

The minor requires Psychology 1 plus a minimum of 18 additional units, selected in consultation with the student's advisor.

Psychology Courses

1. Introduction to Psychology I. (3). An introductory survey of the major areas within psychology including psychological development, human cognition, psychophysiology, personality theory, psychopathology, and social interaction.

20. Introductory Psychology Seminar (4). A review of the psychological literature within a single area of psychology with practical applications in community settings. As part of this introductory seminar, students will gain experience on how to review and critically assess prior research in psychology. Students will also be expected to do volunteer work weekly with a school, counseling center, or nonprofit organization where they can apply what they have learned in the seminar to nonacademic situations. Prerequisites: PSYC 1, Psychology major, Freshman standing, and Instructor Permission.

30. Introduction to Life-Span Development (3). An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social, and culture dimensions of development.

63. Statistical Methods (3). An introduction to the statistical analysis of behavioral data, including the use and interpretation

of frequency tables and graphical representations, measures of central tendency and variability, probability, sampling theory, correlation, parametric and nonparametric tests. Prerequisite: Placement into GE level mathematics or successful completion of MATH A at HNU.

100(W). Experimental Psychology (4). An introduction to the methods of experimentation used within psychology. Emphasis is placed on the different types of experimental designs, the control of experimental variables, the analysis of quantitative data, and the critical evaluation of experimental research. As part of the course, students design, carry out, and report on a laboratory experiment of their own. Prerequisite: PSYC 1 and PSYC 63 or equivalent courses with a grade of C- or better; ENGL 1B.

108(W). Field Methods (4). An introduction to the theoretical perspectives, research designs, and key methods related to field research. Particular emphasis is placed on survey research, participant observation, and qualitative interviewing. As part of the course, students design, carry out, and report on a field or survey project of their own. Prerequisite: ENGL 1B; PSYC 63 or equivalent with a grade of C- or better and either PSYC 1 or SOCI 1 with a grade of C- or better. (Also offered as SOCI 108(W).)

120. Learning and Cognition (3). An introduction to the issues, theories, principles, and practical applications of cognitive psychology. Topics include learning, attention, perception, mental imagery, memory, knowledge, representation, language processing, problem-solving, decision-making, and creativity. Prerequisite: PSYC 1 or consent of instructor.

124. Physiological Psychology (3). A study of the biological bases of behavior in animals and humans. Emphasis is on the physiological process of neuron activity, sensory systems of vision and audition, learning and memory, diurnal functions, and selective disorders of the brain. Prerequisite: PSYC 1 and BIOL 15 or consent of instructor.

125. Psychology of Emotion (3). A comprehensive overview of the study of human emotions. As part of this course, students learn about the basic theories of emotion (from classical philosophy to modern approaches in neuroscience), the physiological substrates of emotion, the methods of emotion research, and the core findings of emotion research as they apply to clinical, applied, and research psychology. Prerequisite: PSYC 1 or consent of instructor.

128. Human Sexuality (3). A survey course addressing human sexuality from a variety of perspectives—psychological, physiological, legal, religious, and cultural. Topics include sexual anatomy and physiology, reproduction, contraception, abortion, sexually-transmitted diseases, PMS, AIDS, and rape.

130. Child and Adolescent Development (3). A survey of fundamental principles, theories, and research in both child and adolescent development, including an examination of cognitive, emotional, physical, and social aspects of the development of children and adolescents. Consideration is given to the social

context of childhood and adolescence and to the adolescent's transition to adulthood.

131. Adult Development and Aging (3). An examination of young adulthood, middle age, and aging. Physical, intellectual, social, personality, and career development will be covered, as well as issues such as pregnancy and childbirth, parenting, mid-life transitions, death, and bereavement.

132. Cognitive Development (3). A survey of the changes in cognitive abilities from birth to adolescence focusing on six areas of intellectual development: perception, conceptual representation, memory, language acquisition, problem solving, and reasoning. The course emphasizes both normal and abnormal development, and serves as a preparation for teaching and/or graduate study in child, developmental, or educational psychology.

134. Personality and Social Development (3). A comprehensive analysis of the cognitive changes and life experiences that contribute to the development of personality characteristics and the quality of interpersonal relationships. Special attention is given to the development of emotional ties, impulse control, independence, competence, caring, morality, self-worth, and personal identity.

140. Social Psychology (3). An investigation of how the behavior or feelings of one individual are influenced by the behavior and/or characteristics of others. Topics include: perception of self and others, attribution processes, attitudes, attraction, social influence, conformity, power, aggression, and groups. (Also offered as SOCI 140.)

143. Group Processes and Communication (3). A course designed to give an understanding of interpersonal, group, and intergroup behavior using experiential learning methods. Topics covered: verbal and nonverbal communication, problem solving, conflict management, leadership, competition and cooperation, norms, and intergroup influence. Limited enrollment.

147. Gender Issues (3). An examination of the various psychological, social, and political issues related to gender from multiple theoretical perspective. Topics include, but are not limited to the differences between men and women, the development of masculine and feminine sex roles, and the social construction of gender appropriate behavior. (Also offered as SOCI 147.)

148(W). Organizational Behavior (3). A study of human behavior within organizations. This course studies examines the impact of organizations on individuals and groups and explores how managers can support and develop people for the benefit of both individuals and institutions. Topics include career development, perception, motivation, group dynamics, leadership, power and influence, conflict and ethical issues within organizations. Prerequisite: ENGL 1B. (Also offered as BSAD 148(W).)

160. Psychology of Personality (3). Application of the scientific method to an understanding of normal personality—its description, development, and evaluation. Methods of person-

ality assessment, including interview techniques, case studies, and psychological testing are also introduced.

167. Counseling Theories and Procedures (3). An overview of current approaches, techniques, and issues in counseling, including a consideration of these approaches: person-centered, psychodynamic, cognitive and behavior therapy, reality therapy, gestalt, and transactional analysis. Prerequisite: PSYC 160 recommended.

168. Psychopathology (3). The study of psychological disturbances: anxiety and depressive reactions, psychoses, and character disorders and the role of psychodynamic, cognitive, social, and biological factors etiology. Prerequisite: PSYC 160 recommended.

169. Community Psychology (4). Community psychology looks at the relationships between individual well-being and social systems in community contexts. This course focuses largely on the issues of homelessness, poverty, mental illness, and drug addiction, and how social and political structures both promote these conditions as well as assist individuals and communities that live with these conditions. As part of the class, students are expected to serve at a community-based agency, such as a women's shelter or a homeless adults' drop-in center, and to integrate their community experiences with psychological theories, research, and practices. Prerequisite: PSYC 1 or consent of instructor; PSYC 168 recommended. (Also offered as SOCI 168.)

174. Sport Psychology (3). An examination of how personality, self-concept, self-esteem, self-efficacy, and other psychological characteristics relate to participation and performance in sports and physical activities. Students will develop an appreciation for the relevance of cognitive styles, attention and concentration in sport and exercise, and practical strategies for assisting people with issues related to these topics.

195(W). Senior Coordinating Seminar (4). A review of the history of psychology, intended as an integrating theme for seniors completing the Psychology major. As part of the seminar, students research a topic of personal interest to present in both written and seminar format; a presentation of students' research is made to the University community at the end of the course. Preparations for career applications in psychology are also addressed. Prerequisite: Psychology major and Senior standing; ENGL 1B.

196. Internship in Psychology (1-3, Credit/No Credit). Supervised on- or off-campus work experience in a research laboratory, business office, community service agency, or school setting, designed to provide professional training related to psychology. Students arrange for an internship related to their professional interests and goals and, under the guidance of a faculty advisor, develop an internship plan that outlines specific work responsibilities and learning outcomes. Prerequisite: Advisor approval.

RELIGIOUS STUDIES

The Department of Religious Studies welcomes students from a wide variety of faith and secular traditions and cultural backgrounds. Courses provide the opportunity to explore and critique one's own spiritual questions and traditions as well as the religious experience of peoples around the world. The Department offers students the opportunity to focus on 1.) Christian and/or Catholic Theology, Spirituality, and Ethics or 2.) Religious Studies. Courses include the areas of Scripture, Spirituality, World Wisdom Traditions, Theology, the Human Person, the Sociology of Religion, Social Justice, Ethics, study trips to Mexico, El Salvador, and Tutwiler, Mississippi, and more. All Department courses satisfy the General Education requirement for undergraduates in Religious Studies.

Religious Studies majors take four core classes covering Christian and Jewish scriptures, ethics, and intercultural approaches to the human person. Students pursuing a major with a focus on Christian and/or Catholic Theology, Spirituality and Ethics take additional courses in Religion, Philosophy and Human Rights; Christian or Catholic history; and one of several themes in Christian theology or spirituality, in addition to one upper division elective. Students pursuing a major with a focus on Religious Studies take additional courses in the Sociology of Religion or Spirituality; Religion, Philosophy and Human Rights or Spirituality and Social Justice; 2 courses in World Wisdom Traditions; and one elective. All students complete the Senior Seminar in Religious Studies and a portfolio of the student's work is used to assess the program.

A major in Religious Studies has many uses. In addition to preparation for graduate studies or for a specific career-oriented goal in ministry or education, majors have gone on to successful careers in such fields as law, journalism, social services, and public service.

BACHELOR OF ARTS IN RELIGIOUS STUDIES

Preparation for the Major

RLST 10	Introduction to Scripture: Hebrew Scriptures
<i>or</i> RLST 15	Introduction to Scripture: New Testament
PHIL 20(W)	Moral Choices in Contemporary Society
<i>or</i> PHIL 40(W)	The Human Person

Requirements of the Major (24 upper-division units)

OPTION I: Focus on Christian and/or Catholic Theology, Spirituality, and Ethics

RLST 110	Introduction to Scripture: Hebrew Scriptures
<i>or</i> RLST 115	Introduction to Scripture: New Testament
PHIL 120(W)	Moral Choices in Contemporary Society
<i>or</i> PHIL 140(W)	The Human Person
RLST 122	Religion and Philosophy of Human Rights
<i>or</i> RLST 130A	Spirituality and Social Justice
RLST 160	Christianity: History and Foundations

<i>or</i> RLST 161	Catholicism: Spirituality and Beliefs
RLST 165A-D	Themes in Contemporary Theology
<i>or</i> RLST 131A-D	Themes in Spirituality
RLST 175A-E	World Wisdom Traditions
RLST 195(W)	Senior Seminar in Religious Studies

One upper-division elective in Religious Studies.

Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.

OPTION II: Focus on Religious Studies

RLST 110	Introduction to Scripture: Hebrew Scriptures
<i>or</i> RLST 115	Introduction to Scripture: New Testament
PHIL 120(W)	Moral Choices in Contemporary Society
<i>or</i> PHIL 140(W)	The Human Person
RLST 122	Religion and Philosophy of Human Rights
<i>or</i> RLST 130A	Spirituality and Social Justice
RLST 148	U.S. Religious Communities and Experience
<i>or</i> RLST 131A-D	Themes in Spirituality
RLST 175A-E	World Wisdom Traditions
RLST 195(W)	Senior Seminar in Religious Studies

One upper-division elective in Religious Studies.

Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.

The Minor

Requires a minimum of 21 units in Religious Studies, as advised.

Religious Studies Courses

10/110. Introduction to Scripture: Hebrew Scriptures (3). A study of the Hebrew Scriptures (Old Testament) against the background of the religion, politics, history, and culture of Israel and its neighbors, and in relation to modern humanity's social and religious concerns.

15/115. Introduction to Scripture: New Testament (3). An overview of earliest Christianity as portrayed in the major epistles of Paul and in the Gospels. This course will focus upon the origin and formation of these faith documents and their role as sources of Christian belief and life.

45/145. Sex, Marriage and Family: Sociology and Sacrament (3). In this course, students study and reflect upon the various dynamics of human sexuality, marriage, and family life in dialogue with the social sciences, Christian spirituality, and their own experience. Students examine the practices of individuals and groups at different stages of life and in different cultural settings, paying particular attention to their effectiveness in satisfying the human needs for intimacy and a meaningful spirituality. The approach will be intercultural, interdisciplinary, and interreligious, with a focus on the interaction of human development, family life, and a Catholic perspective on a Christian spirituality of marriage.

60/160. Christianity: History and Foundations (3). A study of fundamental issues, beliefs, and structures of the Christian faith, and of the historical roots of its present diversity.

75/175A,B,C,D,E. World Wisdom Traditions (3). This course explores some of the major religious and philosophical traditions of the world. The Survey considers traditions such as Hinduism, Buddhism, Judaism, Christianity, Islam, and Indigenous Sacred Ways. Other courses focus on one tradition. A: Survey; B: Christianity and Judaism; C: East Asian Religions; D: Islam; E: Indigenous Traditions.

122. Religion, Philosophy, and Human Rights (3). This course introduces students to the major religious and philosophical perspectives providing the historical roots of contemporary discussions of human rights and social ethics.

130A. Spirituality and Social Justice (3). This course will explore the meaning of social justice as one component of Christian spirituality, focusing on social issues such as poverty, oppression, human dignity, and holiness. As one part of this Community-Based Learning course, the students will travel together to Tutwiler, Mississippi to engage with and serve that impoverished community. Additional fees are required for courses including travel. Please consult with Director, Center for Social Justice and Civic Engagement.

131. Themes in Spirituality (3). An introductory survey of crucial topics in the study of Christian spirituality: A) Exploring Spirituality; B) Women's Spirituality; C) Prayer and Action; D) Biblical Spirituality.

148. U.S. Religious Communities and Experiences (3). An introduction to the sociological and historical experiences of diverse religious groups in the United States, employing comparative perspectives and interdisciplinary approaches. The course will use experiential learning to give students an understanding the contemporary mosaic of religion in America, with a special focus on California and the Bay Area.

161. Catholicism: Spirituality and Beliefs (3). A survey of selected topics in the Catholic spiritual and theological traditions.

165. Themes in Contemporary Theology (3,3). An exploration of selected areas of contemporary theology, such as A. Sacraments/Worship; B. Jesus and His Followers. C. Who or What Is God?

177. Mesoamerican Religions (2). Offered in connection with the HNU Study Abroad in Mexico, consists of a 7-10 day study and immersion trip plus 9 class meetings during the semester either before or after the trip. Topics include Pre-Columbian religion, early Mesoamerican Christianity, and the interaction of contemporary Mexican religion, culture, and politics. Twenty hours of service in the local Latino community are required. LALS 177 should be taken in the same academic year.

178. Global Liberation Theology (2). Offered in connection with the HNU Study Abroad in El Salvador, consists of a 7-10 day study and immersion trip plus 9 class meetings during the

semester either before or after the trip. Topics include Latin American liberation spirituality and theology, the "option for the poor" and Catholic Social Teaching, the assassinations of Archbishop Oscar Romero and the Jesuit faculty of the University of Central America, the role of U.S. foreign policy, and the history of El Salvador. Twenty hours of service in the local Latino community required. LALS 178 should be taken in the same academic year. Students must be concurrently enrolled in RLST 180 or 181 or have permission of instructor.

180. Immersion Study Trip to Oaxaca (2, Credit/No Credit). Students must be concurrently enrolled in RLST 177 or LALS 177. Additional fees are required for courses including travel. Please consult with professor.

181. Immersion Study Trip to El Salvador (2, Credit/No Credit). Students must be concurrently enrolled in RLST 178 or LALS 178. Additional fees are required for courses including travel. Please consult with professor.

195(W). Senior Seminar in Religious Studies (3). This course examines the structures of modern religious studies and the hermeneutical starting points adopted by representative modern and contemporary authors. Prerequisite: ENGL 1B.

SOCIOLOGY

Sociology studies social systems, institutions, structures, cultures, interaction, processes, and problems. It attempts to explain how puzzling social phenomena arise from understandable social action and interaction and how social forces shape individuals, groups, and nations. Sociology's aim is to provide an understanding of the significant social influences on various segments of society (persons, groups, and institutions).

At Holy Names University, the Sociology major and minor offer a wide variety of courses that are designed to expand students' understanding of complex social forces, issues, and trends within the United States and globally. Students learn to think objectively and analytically about many aspects of contemporary and past societies, including current issues concerning race, class and gender. Students learn how societies and groups function, how social forces influence individuals and groups, and how sociological skills can be applied to everyday life and work. Many courses are interdisciplinary, linking Sociology with history, psychology, and political science. Courses emphasize critical thinking, writing, ethical reasoning, and research skills. Majors are encouraged to learn through internships as well as in the classroom. The Sociology major prepares students for work in social service agencies, business, research, and for graduate work in sociology, social work, public administration, and law. Sociology graduates may become specialists in public relations, communications or personnel management in all types of organizations.

The goals of this program are: (1) to promote greater understanding of social dynamics and human relations in the United States and around the world; (2) to develop skills needed for sociological analysis and critical thinking about social issues

and problems; (3) to foster appreciation of people with different values, beliefs, traditions, social experiences, and lifestyles; (4) to enhance skills of oral and written communication; and (5) to learn to apply sociological knowledge and skills in institutions, the community, advanced study, work, public service, and daily life. In order to assess these goals, students majoring in sociology are expected to compile a portfolio, which they will review with their advisor in the final semester of their senior year. This portfolio will consist of the following pieces of work: the final SOCI 108(W) Field Methods paper; the ISAC 195(W) Senior Seminar paper; the SOCI 196 Internship paper; and two other critical review essays done in any upper-division Sociology course. Further guidelines for completing this portfolio will be discussed with the student during initial advisement. The cumulative grade for all work in the portfolio is expected to be C or above.

BACHELOR OF ARTS IN SOCIOLOGY

Preparation for the Major

SOCI/ANTH 5	Culture, Experience, and Society
<i>or</i> PSCI 6	World Politics and Geography
PSYC 1	Introduction to Psychology
PSYC 63	Statistical Methods
SOCI 1	Introduction to Sociology

Requirements of the Major (28 upper-division units)

SOCI 102(W)	The Global Perspective
SOCI/PSYC 108(W)	Field Methods
SOCI 165	Racial and Ethnic Issues
SOCI 169	Power and Powerlessness

International Affairs

SOCI 166 (W)/	
PSCI 102 (W)	Comparative Political Systems
<i>or</i> PSCI 114	Comparative Revolutions

Public Policy

SOCI 160	The City: Power, Politics and Change
<i>or</i> SOCI 162	Contemporary Social Problems
<i>or</i> SOCI 163	Images of Deviance and Social Control

Social Issues and Services

SOCI 130	Contemporary Families
<i>or</i> SOCI 147	Gender Issues

Race and Ethnic Relations

SOCI 172	African American Communities and Experiences
SOCI 174	Asian American Communities and Experiences
SOCI 177	Latino/Hispanic Communities and Experiences
SOCI 178	U.S. Religious Communities and Experiences
SOCI 179	U.S. Cultural Experiences: Special Topics

Applied Sociology

SOCI 196	Academic Internship
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Sociology Emphases

In addition to the “generalist” path presented above, the Sociology major also offers two additional tracks or emphases in “Diversity Studies” and “Human Services” which students may take, depending on their personal and career interests.

Diversity Studies Emphasis

While diversity is a key component of the general Sociology program, this emphasis provides students with additional opportunities to study the different identity groups which compose the contemporary social mosaic of the United States.

Preparation for the Major

SOCI/ANTH 5	Culture, Experience, and Society
<i>or</i> PSCI 6	World Politics and Geography
PSYC 1	Introduction to Psychology
PSYC 63	Statistical Methods
SOCI 1	Introduction to Sociology

Requirements of the Major (28 upper-division units)

SOCI 102(W)	The Global Perspective
SOCI/PSYC 108(W)	Field Methods
SOCI 163	Images of Deviance and Social Control
SOCI 165	Racial and Ethnic Issues
SOCI 169	Power and Powerlessness

Social Issues and Services

SOCI 130	Contemporary Families
<i>or</i> SOCI 147	Gender Issues

Race and Ethnic Relations

SOCI 172	African American Communities and Experiences
SOCI 174	Asian American Communities and Experiences
SOCI 177	Latino/Hispanic Communities and Experiences
SOCI 178	U.S. Religious Communities and Experiences
SOCI 179	U.S. Cultural Experiences: Special Topics

Applied Sociology

SOCI 196	Academic Internship
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Human Services Emphasis

The emphasis is designed to appeal to students who may have an interest in social work or the non-profit/community sector.

Preparation for the Major

PSYC 1	Introduction to Psychology
PSYC 30	Introduction to Life-Span Development
PSYC 63	Statistical Methods
SOCI 1	Introduction to Sociology

Requirements of the Major (28 upper-division units)

SOCI 102(W)	The Global Perspective
SOCI/PSYC 108(W)	Field Methods
SOCI 165	Racial and Ethnic Issues
SOCI 168	Community Psychology
SOCI 169	Power and Powerlessness

Public Policy

Choose one:

SOCI 154	Sociology of Health Care and Health Policy
SOCI 160	The City: Culture, History and Power
SOCI 162	Contemporary Social Problems
SOCI 163	Images of Deviance and Social Control

Social Issues and Services

SOCI 130	Contemporary Families
<i>or</i> SOCI 147	Gender Issues

Race and Ethnic Relations

SOCI 172	African American Communities and Experiences
SOCI 174	Asian American Communities and Experiences
SOCI 177	Latino/Hispanic Communities and Experiences
SOCI 178	U.S. Religious Communities and Experiences
SOCI 179	U.S. Cultural Experiences: Special Topics

Applied Sociology

SOCI 196	Academic Internship
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The Minor (21 Units)

Minor must include SOCI 1.

Sociology Courses

1. Introduction to Sociology (3). This course introduces students to key sociological theories and concepts, areas of research, and major social issues. These include urbanization, global change, institutions, social stratification, deviance and crime, problems of class, race, gender, and age. Emphasis is on society and social change in the United States. Students are challenged to apply sociological perspectives to contemporary issues in their everyday lives.

5. Culture, Experience, and Society (3). This introductory course explores the essential themes within sociocultural anthropology. Topics include social and cultural organization, kinship and marriage, ethnicity, gender, art and communication, physical and social dimensions of space, symbols, rituals, religion, value systems, cultural growth and change, and adaptation. Readings focus on societies and cultures of contemporary world as well as those of the past. (Also offered as ANTH 5.)

102(W). The Global Perspective (3). The aim of this course is to improve our understanding of global changes that are profoundly affecting societies, institutions, organizations, and individuals and will continue to do so in the future. The course analyzes the development and structure of the world economic system based on Haves/Have Nots, class, gender, and racial/ethnic inequality. Global issues addressed include overpopulation, urbanization, indigenous peoples, military force, and environmental destruction. Prerequisite: ENGL 1B.

108(W). Field Methods (4). The course is designed to introduce students to the theoretical perspectives, research design, key methods, and terminology related to conducting and understanding social research. Particular emphasis is placed on survey research, participant observation, and qualitative interviewing. Prerequisite: ENGL 1B; PSYC 63 or equivalent with grade of C- or better and either PSYC 1 or SOCI 1 with a grade of C- or better. (Also offered as PSYC 108(W).)

130. Contemporary Families (3). The analysis of the historical and social forces shaping family structure, power relations based on gender and age, family interaction, and their effects on individual members. Racial, ethnic, and class differences in families and contemporary diversity.

140. Social Psychology (3). An investigation of how the behavior or feelings of one individual are influenced by the behavior

and/or characteristics of others. Topics include: perception of self and others, attitudes, attraction, social influence, conformity, power, aggression and groups. (Also offered as PSYC 140.)

147. Gender Issues (3). An examination of the various psychological, social, and political issues related to gender from multiple theoretical perspectives. Topics include, but are not limited to the differences between men and women, the development of masculine and feminine sex roles, and the social construction of gender appropriate behavior. (Also offered as PSYC 147.)

156. Sociology of Health Care and Health Policy (3). This course focuses on the financing, structure and organization of the U.S. health care delivery system. Organizational, financing and labor market issues are examined in the context of health care reform and managed care, along with strategies for social change.

160. The City: Culture, History, and Power (3). Causes and consequences of the ongoing urbanization process. From a world perspective, an examination of selected urban problems. (Also offered as HIST 126.)

162. Contemporary Social Problems (3). This course examines the political and social construction of major social problems in contemporary American society and how power and knowledge influence which issues become matters of public concern. Drawing on the main theoretical and methodological approaches used in the social sciences, the course will focus on topics such as crime and delinquency, poverty and inequality, homelessness, unemployment, substance abuse, family violence, public health and disease, prejudice and discrimination, and environmental pollution.

163. Theoretical Images of Crime, Deviance and Social Control (4). This course provides a detailed overview of ten major theoretical traditions for understanding crime and deviance, as well as the policy implications and social control methods recommended by each theoretical perspective. Some attention will be given to empirical studies to see how well the theories meet the test of material reality. (Also offered as CRIM 163.)

165. Racial and Ethnic Issues (3). Focuses on the historical development and structure of racial and ethnic inequality in the United States. Analyzes the experience of, and the relationships between, African-Americans, Native-Americans, Asian-Americans, Latinos, as well as Caucasians. Addresses contemporary issues including white privilege, access to education and jobs, and land rights.

166(W). Comparative Political Systems (3). Basic concepts of political culture, ideology, and political behavior. The interaction between demands and decisions in political systems is examined in a comparative context, using case studies from Europe, Latin America, Africa, and the Middle East. (Also offered as PSCI 102(W).) Prerequisite: ENGL 1B.

168. Community Psychology (3). Community Psychology looks at the relationships between individual well-being and social systems in community contexts. This course focuses largely on the issues of homelessness, poverty, mental illness, and drug addic-

tion, and how social and political structures both promote these conditions as well as assist individuals and communities that live with these conditions. As part of the class, students are expected to serve at a community-based agency, such as a women's shelter or a homeless adults drop-in center, and to integrate their community experiences with psychological theories, research, and practices. Prerequisite: PSYC 1 or consent or instructor; PSYC 168 recommended. (Also offered as PSYC 169.)

169. Power and Powerlessness (4). Analysis of the relationship between power and powerlessness based on the major systems of social stratification—class, race, ethnicity, and gender. Power relations are examined at the level of social structure, institutions, and social interaction in everyday life, including the economy and work, intimate relationships, belief systems, and violence. (Also offered as PSCI 169.)

172. African American Communities and Experiences (3). Following an introduction to African culture and civilization in the early modern period, this course provides a survey and analysis of contemporary African American experiences in the United States with particular attention to the history of the African American struggle, the contributions of African American political and cultural leaders, and the problems of racism. (Also offered as HIST 172.)

174. Asian American Communities and Experiences (3). An introduction to the culturally diverse experiences of the various Asian-American communities in the United States. Includes an analysis of the immigrant experience and contemporary issues of race, class, and gender by utilizing fiction and non-fiction works by Asian American authors. (Also offered as HIST 174.)

177. Latino/Hispanic Communities and Experiences (3). An introduction to the diverse experiences of Latino communities in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and nonfiction by Latino/Hispanic authors as well as other sources of information about Latino history and culture. (Also offered as HIST 177.)

178. U.S. Religious Communities and Experiences (3). An introduction to the sociological and historical experiences of diverse religious groups in the United States, employing comparative perspectives and interdisciplinary approaches. The course will use experiential learning to give students an understanding of the contemporary mosaic of religion in America, with a special focus on California and the Bay Area (Also offered as HIST 178 and RLST 148.)

179. U.S. Cultural Experiences: Special Topics (3). An in-depth look at the history, literature, art, and social contributions of a social or cultural group in the United States not covered by the other experience courses in the HIST 170 series. (Also offered as HIST 179.)

196. Academic Internship (1,3, Credit/No Credit). Students as late juniors or seniors, in consultation with their advisor, will choose to do an academic internship in an organization related to their career goals. This course will feature a journal of the

experience and a final integrative paper tying their field experience to what they have learned in the classroom.

198. Advanced Research Methodology (3). A tutorial designed to afford opportunities to senior students for acquiring greater expertise in the skills of research.

SPANISH STUDIES

In all levels of our Spanish courses, students use the language to communicate with others, both in the classroom and in specific activities in the dynamic Spanish-speaking communities of the Bay Area. All of our courses use computer activities to improve writing skills, to communicate with other students in Spanish-speaking countries, and as a reference tool. Through campus interdisciplinary activities, field trips, service-learning projects and internships, students experience first-hand how Spanish is used in the professions of their choice.

To become more proficient and to enhance career opportunities, students may spend time abroad. The student club, Latinos Unidos, attracts many students of Spanish with its lively on-campus activities and outreach to the Hispanic/Latino community.

Please see the earlier section for information about the major in Latin American and Latino/a Studies.

Spanish Studies Courses

1. Beginning Spanish I (3-4). Immediate understanding and speaking of Spanish through interaction with the instructor and fellow students around real-life situations reinforced by home and classroom use of audio and videotapes. Reading of adapted and authentic material, some via Internet; songs, games, and poems. Structured writing assignments, including some by e-mail. Introduction to the nature of language and to cultural awareness. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components.

2. Beginning Spanish II (3-4). Continuation of Spanish 1, with increased emphasis on oral and written language production and class participation. Prerequisite: SPST 1, second year of high school Spanish with a minimum grade of C-, or consent of instructor.

3. Intermediate Spanish I (3-4). Review of basic elements of Spanish, with daily conversations based on readings and films on culturally diverse topics from the Spanish-speaking world. Oral reports, compositions, poems, songs, and visual aids. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components. Prerequisite: SPST 2, third year of high school Spanish with a minimum grade of C-, or consent of instructor.

4. Intermediate Spanish II (3-4). Continuation of Spanish 3, with increased emphasis on oral and written language production and class and community participation. Prerequisite: SPST 3.

5. Spanish for Native Speakers (3-4). For students with a background in Spanish who need to upgrade their formal command of the language (vocabulary, spelling, grammar and syntax). Emphasis on reading and writing (in class), and increasing confidence in use of Spanish through oral reports and debates. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components. Prerequisite: departmental assessment.

96/196. Internship (1-6). Practica or field work (including recruiting) using the Spanish language. Work will be evaluated through periodic reports.

101(W). Advanced Spanish: Reading and Writing (3). Improvement of reading strategies through a variety of authentic texts (stories, letters, news items). Concentration on the writing process, in a collaborative workshop atmosphere which includes on-line work, with attention to cultural aspects of writing styles in Spanish. Introduction to literary genres and critical methods, utilizing a variety of works from the Spanish-speaking world, including U.S. Hispanic/Latino literature. Final exercise in the form of student Portfolios. Prerequisite: SPST 4, 5, AP 5 or departmental assessment; ENGL 1B.

102. Advanced Spanish: Listening and Speaking (3). Review of more advanced Spanish language structures and refinement of receptive and productive oral language skills, including nonverbal communication, and appropriate cultural function. Exposure to a full range of authentic Spanish speech through recordings and TV/radio broadcasts and through required communication projects with native speakers. Focus on oral skills of narration, description, and social and commercial exchange. Prerequisite: SPST 4, 5, AP 5 or departmental assessment.

SPORT BIOLOGY

The Sport Biology major focuses on the study of the relationship between physical activity and science, particularly exercise physiology, biomechanics and nutrition. Sport Biology majors take coursework within the areas of biology and physical education. Student learning and development is enhanced by small class sizes and close interaction with professors. This program emphasizes the development, interpretation, application and dissemination of knowledge that relates physical activity to human health, and prepares students for the ACSM exercise specialist certification, professional careers, or graduate school.

Prerequisites and Entry into the Programs in Sport Biology

Academic advisors confer with each entering student to determine an appropriate course of study based on the student's preparation and objectives. The University offers both the Bachelor of Arts and the Bachelor of Science in Sport Biology. Acceptance into either of these degree programs is made after completion of the core prerequisites—BIOL 1A, BIOL 1B, and either CHEM 7 (Bachelor of Arts) or CHEM 1A and CHEM 1B (Bachelor of Science)—with grades of C- or above and a core prerequisite GPA of 2.0 or above. Students intending to

major in Sport Biology declare as “Pre-Biology” students. Upon successful completion of the appropriate prerequisite classes, students are formally accepted into the major.

BACHELOR OF ARTS IN SPORT BIOLOGY

Preparation for the Major (26 units)

BIOL 1A & 1B	Principles of Biological Science with laboratory (4, 4)
BIOL 17	Human Anatomy with laboratory (4)
CHEM 7	Introductory Chemistry for Health Sciences with laboratory (4)
NUTR 1	Fundamentals of Nutrition (3)
PHED	Intercollegiate Sports or PE (1)
PHSC 15	Fundamentals of Physical Science (3)
MATH 60	Probability and Statistics (3)

Requirements of the Major (25 units)

COMM 101	Organizational Communication (3)
BSAD 170	Sports Organization and Leadership (3)
<i>or</i> BSAD 171	Sports Marketing and Public Relations (3)
BIOL 115	Advanced Human Physiology (3)
BIOL 115L(W)	Exercise Physiology Lab (2)
BIOL 111	Kinesiology and Biomechanics (3)
PSYC 174	Sport Psychology (3)
PHED 111	Sport Theory (3)
PHED 110	P.E. for Teachers (1)
BIOL 196	Internship (3)
BIOL 195(W)	Senior Seminar (1)

BACHELOR OF SCIENCE IN SPORT BIOLOGY

Preparation for the Major (41 units)

BIOL 1A & 1B	Principles of Biological Science with laboratory (4, 4)
BIOL 17	Human Anatomy with laboratory (4)
CHEM 1A & 1B	General Chemistry I & II (5, 5)
CHEM 18, 18L, 19, 19L	Organic Chemistry I, II with laboratory (4,4)
PHYS 8A, 8B	General Physics I, II (4,4)
MATH 60/PSYC 63	Statistics (3)

Highly recommended:

Calculus (MATH 11, 12)

Requirements of the Major (32 units)

BIOL 115	Advanced Human Physiology (3)
BIOL 115L(W)	Exercise Physiology Lab (2)
BIOL 111	Kinesiology and Biomechanics (3)
PSYC 174	Sport Psychology (3)
BIOL 185, 185L	Biochemistry: Physiological Chemistry with laboratory (3,2)
BIOL 160	Genetics (3)
BIOL 196	Internship (3)
BIOL 195(W)	Senior Seminar (1)

Plus 9 units of electives in upper-division Biology, selected from offerings according to student interest.

UNITED STATES CULTURES

United States Cultures is a coherent series of courses which can be taken as a minor or as part of a self-designed major; United States Cultures is not a major by itself. United States Cultures is designed to give students a deeper appreciation of the histories, perspectives, and creative contributions of individuals from the broad spectrum of United States society. To this end, coursework focuses not only on the experiences of different racial and ethnic communities, but also gives consideration to contemporary issues relating to social class, gender, religion, and sexual orientation. The curriculum takes an integrative view toward diversity by encouraging students to look at historical and social events from multiple perspectives. The curriculum also considers how past and current experiential differences have led Americans from various backgrounds to acquire different values, customs, modes of expression, and to be exposed to different social problems and inequalities.

Students following a program of study in U.S. Cultures should develop a sense of their own cultural heritage as well as come to understand the cultural backgrounds of others. Students should also acquire some understanding of how to interact successfully with people from different backgrounds and should be able to apply their knowledge to real world problems requiring insight into ethnic, gender, and/or class differences in the United States. The program of study in U.S. Cultures is excellent preparation for employment and management in any diverse workplace or community service organization. It is also excellent preparation for a career in teaching and for graduate school.

To have United States Cultures as part of a related-fields major, students must take no fewer than 15 upper-division units from the following list, for a total of no fewer than 36 upper-division units in both disciplines. To minor in U.S. Cultures, a student should have no fewer than 21 upper and lower-division units. No more than 9 units may be used to satisfy requirements in both a student's major and minor. Consult your faculty advisor for more information.

Lower Division Courses

History

HIST 17A	United States History: Survey
HIST 17B	United States History: Survey

Social Science

ANTH 5	Culture, Experience and Society
SOCI 1	Introduction to Sociology

Upper Division Courses

Racial and Ethnic Issues

SOCI 165	Racial and Ethnic Issues
<i>or</i> HIST 170	United States: Social and Cultural History

Comparative Social Issues

Gender

SOCI /PSYC147	Gender Issues
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Religion

RLST 165C	Liberation Themes in Theology
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Language

LING 147	Modern American English
<i>or</i> LING 154	Sociolinguistics

Literary Expression

ENGL 131	20th Century American Literature
<i>or</i> ENGL 133	American Literature: Self-Images

Methodology

SOCI 108(W)	Field Methods
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Cultural Experience

HIST/SOCI 172	African American Communities and Experiences
HIST/SOCI 174	Asian American Communities and Experiences
HIST /SOCI 177	Latino/Hispanic Communities and Experiences

An internship that provides work experiences with people from diverse backgrounds is strongly recommended.

PRE-PROFESSIONAL CONCENTRATIONS

Pre-Law Concentration

An undergraduate education in the liberal arts is the best preparation for students interested in law school, although Pre-law concentration students may major in a number of disciplines. Students obtain a Pre-law Concentration designation on their transcripts by taking 18 approved upper-division units as part of or in addition to their major. Suggested courses include Social Psychology, Social and Political Philosophy, Presentation Strategies, and Moral Choices in Contemporary Society.

Suggested Courses

Lower-Division

BSAD 18	Business Law
ECON 1 or 2	Principles of Economics
HIST 17A,B	United States History: Survey
PHIL 2	Logic
PSCI 1	Introduction to Political Science: United States Government

Upper-Division

COMM 110	Presentation Strategies
ENGL 108(W)	Professional Writing
HIST 170	United States: Social and Cultural History
RLST 122	Social and Political Thought
PSYC 140	Social Psychology
PHIL 120(W)	Moral Choices in Contemporary Society

Pre-Health Sciences / Medicine Concentration

Holy Names University offers an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered medicine, dentistry, physical therapy, pharmacy, podiatry, medical laboratory technology and chiropractic medicine. Students wishing to pursue a career in medicine or any other health care field should consult with the Pre-Professional Health Science Advisor in the Division of Mathematics and Sciences.



GRADUATE DIVISION

ADMISSION POLICIES AND PROCEDURES

Holy Names University welcomes applications from all qualified students without regard to race, sex, creed, sexual orientation, color, nationality, age, ethnic origin, or handicap. The University administers its admission policies without discrimination, endeavoring to determine that admitted students will benefit from its programs, and that its programs are appropriate for the students.

Committed to exemplary teaching and a rigorous academic program, Holy Names University seeks students who have a strong desire and ability to profit from a quality education and who achieve their best in an environment that supports and encourages the development of individual potential and achievement.

Meeting the special needs of those who desire graduate study on a part-time basis has been a distinctive service of Holy Names University since the 1940s. Many graduate classes are scheduled in the late afternoons, evenings, or on weekends. Certain programs offer classes during the summer months. Some programs—the MBA and the MSN—are in weekend study. The program in Music Education with Kodály emphasis can be a full-time program, beginning in the summer. Students in the Sophia Center for Culture and Spirituality program may attend either full-time, part-time, or on the weekends and begin in fall

or spring. In some programs students may concurrently take weekend and weekday courses in the same term.

Program advisors work closely with students to plan the sequence of courses for obtaining a degree, credential or certificate. Part-time students who stop classes for a semester, or longer, may find that their program of studies takes longer because of interrupting the sequence required in the accomplishment of some course prerequisites.

Admission Requirements

Qualifications for admission to the Graduate Division are as follows:

- Bachelor's degree or its equivalent, conferred by an accredited institution of higher education. Submission of final, official transcript(s) showing all undergraduate and graduate records are required. Students applying to Credential programs must submit 2 official copies of all transcripts. Any foreign transcripts need to be evaluated by an educational evaluation service, processed through the Office of Admissions. Final transcripts must be received before a student begins classes.
- An undergraduate record satisfactory in terms of quality of scholarship. A grade point average of 2.6 is required for the total undergraduate program, with an average of 3.0 in the major and in any subsequent graduate work.
- Some prerequisite examinations and courses are specified for particular fields of graduate study (see requirements in the Graduate Programs section). Some programs also require interviews or auditions.

In cases of insufficient preparation or of transfer to a different graduate program, prerequisite courses not carrying graduate credit may be prescribed. If a candidate has knowledge of a given subject for which no official record can be presented, special examinations may be given to satisfy undergraduate prerequisites, but without credit.

In some cases, students who do not meet some of the general admission requirements may be accepted on the basis of other considerations such as work experience, personal statement, or strong letters of recommendation.

Admission Requirements for Culture and Spirituality Certificate and Sabbatical Programs

Qualifications for admission to the Sophia Certificate and Sabbatical programs are as follows:

- Unofficial transcript of all college/university coursework completed previously, including date of bachelor degree completion. A bachelor degree may be waived for Certificate or Sabbatical candidates with permission of the Program Director in the form of a written letter stating that the applicant is capable of doing advanced work.

Admission Requirements and Procedures for International Students

In addition to the requirements stated above, international students whose native language is not English must present either a minimum score of 550 (paper-based), 79 (internet-based) or 213 (computer-based) on the TOEFL, or a recommendation from an ELS Language Center (Level 109). Students who have attended other language schools may submit certificates of proficiency which will be reviewed on a case-by-case basis. Other English language exams may be deemed as valid by the Faculty Admissions Committee. See www.hnu.edu for additional information. They must also present the Confirmation of Financial Resources form and associated documents and pay the tuition deposit before the University will issue an immigration form for a student visa. International students should file all documentation six to eight weeks before orientation to ensure that the acceptance process and issuance of I-20 forms are completed in time to be enrolled in the term desired. Copies of foreign transcripts in the original language and English translations of them are required for determining BA equivalency. In addition, all foreign transcripts need to be evaluated through World Education Services (WES), a professional evaluation service. All transcripts of schools attended are to be mailed in a sealed envelope from each granting institution to WES who will verify that the transcripts are official and received appropriately.

The student must visit WES to create an account and sign up for WES ICAP, Document by Document Evaluation for \$135. After all required documents and payment have been submitted, HNU will receive the completed evaluation within 7 days.

English Language Proficiency for International Students

International students must have a good command of English

before commencing graduate study. For all graduate programs and particularly in those demanding special facility in all aspects of the language, these students must demonstrate ability comparable with that of the native speaker of English in order to meet the expectations of the Master's program. TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.

Students whose TOEFL scores are near the minimum may expect to spend at least their first term taking English as a second language (ESL) classes. These ESL classes are offered in the semester programs and not on the weekend. Therefore, for international students accepted into the MBA or MSN programs, the preferred term to begin studies is in late August for the Fall, and in January for Spring. Exact dates can be obtained from the Office of Admissions and from the Schedule of Classes, which is available before each term.

Financial Certification for International Students

Before the I-20 is issued, all admitted international students are required to submit a current certified bank statement showing sufficient funds to cover estimated expenses for their program. If a bank statement is in the name of someone other than the applicant, a letter demonstrating support from the sponsor is also required. Students from countries with currency restrictions must also submit a letter from their Central Bank indicating that the cost of one year's expenses will be released.

Application Procedures and Materials

Application forms may be obtained from and should be submitted to the Office of Admissions with the application fee. Official transcripts must be sent directly from institution to institution. Letters of recommendation are also forwarded to the Office of Admissions by the senders. Additional criteria and documents for admission which are program-specific can be found in each program section or at www.hnu.edu. All documentation should be received by the Office of Admissions no later than four weeks before orientation preceding the term in which one desires to be enrolled. The Office of, in conjunction with Program Directors, admits students to Master's degree, certificate, and credential programs on an ongoing basis upon completion of the student's application file. Decisions are based upon undergraduate and postgraduate records, letters of recommendation, and the satisfaction of any special departmental requirements.

Students are admitted to the Multiple Subject, Single Subject, and Education Specialist: Mild/Moderate Credential programs by the Teacher Education Committee. (See Credentials Program for admission criteria.)

As soon as all documentation is received by the Office of Admissions, the applicants are reviewed by the committees concerned. All graduate students accepted by the Program Directors and the Teacher Education Committee receive letters from the Office of Admissions admitting them into specific programs within the Graduate Division of the University.

Admissions Application Materials

Be aware that all documentation submitted to Holy Names University as part of your application for admission becomes the property of Holy Names University and will not be returned at any point. All documents will be held as part of the applicant record in accordance with HNU academic policy. Students who do not enroll within two years of the date of their original application will be required to resubmit all required official documentation as part of their re-application for admission. Students who enroll and then leave HNU for a period of five years or longer will be required to resubmit all required official documentation and reapply for admission.

Classification of Students

Graduate Status

Students who have been admitted to the Graduate Division to begin a program of study for a degree or certificate, have attained “graduate status.”

Provisional Graduate Admission

Students who have not met all the requirements for admission to a graduate program but whose suitability for the program seems to justify acceptance are admitted provisionally. They are required to complete prescribed requirements, within a designated period of time. Ability to receive financial aid and register for future terms may be limited.

Conditional Graduate Admission

Students who have completed a baccalaureate degree before the semester in which they are seeking admission but who have not yet submitted to the Office of Admissions official proof of their baccalaureate degree are admitted on a conditional basis. Students with a conditional admittance may not take more than 9 units their first term and must clear their conditional acceptance by the end of their first term in order to register a second term. Financial aid may not be dispersed for any term until the condition is satisfied.

Special Post-Baccalaureate Status

Non-matriculated but qualified students who have a recognized Bachelor’s degree may enroll in either undergraduate or graduate courses for personal enrichment or as prerequisites for a program at Holy Names University or elsewhere. Registration in specific classes requires the approval of the Program Director and the Registrar. Students who meet the requirements for special post-baccalaureate status may take courses for credit as space in the courses permits.

Not more than nine units completed at Holy Names University while in this special post-baccalaureate status may be used toward a graduate degree. Students in this status may enroll in up to 12 additional units with the understanding that these units cannot be counted toward a subsequent graduate degree.

Admission to special post-baccalaureate status does not guarantee or imply admission to a graduate degree program, undergraduate degree program, credential program, or certificate program.

ACADEMIC POLICIES AND PROCEDURES FOR GRADUATE STUDENTS

Academic Planning and Registration

Academic Advising

All graduate students are assigned academic advisors in their disciplines of study. Advisors work with students to help them develop individual academic plans that meet academic goals and fulfill program requirements. Students are encouraged to get to know their academic advisors and to become familiar with requirements for their intended degree. Together the advisor and student work to design a balanced academic program. Beyond this, academic advisors also serve as valuable resources for mentoring, networking, and considering career paths or further education

Academic Planning

Students are responsible for maintaining ongoing contact with their advisors and for ensuring that they have been advised each semester in order to be cleared to register for the following term. Early planning and regular communication with an advisor will facilitate proper sequencing of courses, and will assist students in completing their degree program in a timely manner. Students who wish to drop courses or make other adjustments to their course load should be certain to consult with their advisor and any other relevant departments (such as International Student Services, Financial Aid or Athletics) as such changes may affect eligibility or impact their timeframe for degree completion.

In addition to helping students complete their major course of study, academic advisors also counsel students on academic success and assist students in finding additional academic and non-academic resources both on and off campus to enhance their educational experience and personal growth.

Sources of Important Information

It is the student’s responsibility to be well-acquainted with the materials in this Catalog, the Schedule of Classes, and the HNU website, as well as official communications from the University. It is also each student’s responsibility to access Blackboard, Hawk’s Edge online system, and HNU email account regularly.

Registration

Students are required to register prior to the beginning of each term. The registration process includes meeting with an academic advisor to select courses, registering for classes online through Hawk’s Edge, and arranging a payment plan. Specific instructions concerning course offerings, class hours, fees, and registration procedures are with the online Schedule of Classes. All new students receive instructions concerning registration after their admission forms are completely processed. In general, new students register in person at the beginning of their first term. Continuing students complete their registration online according to the procedures on the HNU website. In addition to registering online, the student must also have paid all University bills due or have made satisfactory provisions for paying them in order to be registered.

Schedule Adjustments

Attending a class, failing to attend a class, or informing an instructor of the intent to drop or add a class does not constitute an official change of registration. All changes in registration must be done online via Hawks Edge or in writing via a Schedule Change Form through the Student Resource Center. Failure to officially drop or withdraw from a class will result in a grade of “F” in the course. Graduate students are required to observe the same procedures for changing courses as undergraduate students.

Add and Drop

Schedule adjustments can be made prior to the beginning of a term and during the add/drop period by making changes online via Hawks Eye or by filing a Schedule Change Form in the Student Resource Center by the published deadlines. Courses dropped by the drop deadline do not appear on a student’s transcript.

Withdrawal from a Class

Enrollment in a class can be discontinued after the drop deadline by filing a Schedule Change Form in the Student Resource Center by the published withdrawal deadline. Courses from which a student withdraws appear on the transcript with the neutral grade notation of W.

Deadline Appeals Committee

Requests for exceptions to registration deadlines can be sent in writing to the Deadline Appeals Committee, care of the Registrar. This step must be taken no later than the end of the academic term following the term in which the problem arose. Decisions of this committee may be re-considered by the Vice President for Academic Affairs in academic matters, or the Vice President for Finance and Administration in financial matters.

Catalog Requirements Under which a Student Graduates

A graduate student remaining in attendance in regular sessions at Holy Names University will meet the complete set of requirements in effect at Holy Names University at the time of entrance. If graduation requirements change during a student’s attendance, the student may elect to meet the complete set of requirements in effect at the time of entrance or the complete set of new requirements. The Registrar may authorize or require substitutions for discontinued courses. A break in attendance for two or more years will make the student subject to the requirements in effect at the time of re-enrollment.

Continuous attendance means taking a minimum of six (6) units per year. Absence due to an approved leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Time Limit

All courses and the comprehensive examination, thesis, project, practicum, or recital for the Master’s Degree must be completed within seven calendar years. An extension of time will be granted only in exceptional cases and on the basis of a written petition submitted by the student, with the approval of the

Graduate Curriculum and Standards Committee, to the Vice President for Academic Affairs.

Students who are working for certificates or credentials as part of degree programs should follow the time limits and grade requirements described for the Master’s degree. The time limit for full-time students in non-degree certificate programs is described under specific programs, such as fall or spring term sabbatical or nine-month certificate programs. Part-time students in the Department of Education’s credential and certificate programs are subject to the seven-year time limit and to changes in requirements made by the California Commission on Teacher Credentialing (CCTC) that occur during their time of credential or certificate preparation. Part-time students accepted in other non-degree certificate programs are subject to the seven-year time limit and course changes as deemed necessary by the specific Program Director and as approved by the Vice President for Academic Affairs.

Leave of Absence/Withdrawal

A student who wishes to withdraw from the University with the option of returning at a specified time in the future, may apply for a Leave of Absence. A student who wishes to withdraw from the University indefinitely may apply for a Withdrawal. The necessary forms are obtained from and filed with the Student Resource Center. Either form requires the signatures of several of the officers of the University, to indicate that a student is in good standing, both academically and financially. Students who leave in good standing are welcome to resume studies at any time within specific time limits. In the case of graduate students, study must resume so that the degree may be completed within seven years from the first term of enrollment. Any student who discontinues coursework without filing an official withdrawal receives a failure in all courses not completed. Graduate students who are academically disqualified ordinarily may not reapply and do not qualify for a Leave of Absence or Withdrawal.

Academic Re-enrollment

Graduate students who leave the University may return without filing a formal application for readmission if they meet all of the following conditions:

- The student left the University in good academic standing.
- The student has cleared all University financial obligations.
- The student is returning to the University within two years from their last term of attendance.
- The student will complete all degree requirements within seven calendar years of beginning the program.

Students re-enrolling who have attended another university or college are required to submit transcripts of coursework completed at the other institutions. Students who return to the University after an absence of two years or more need to complete a Re-admission Form in the Success and Retention Office in Brennan Hall. They are expected to meet the graduation requirements in effect at the time of their readmission. Students who return after an absence of 5 years or more must apply anew to the University through the Admissions Office.

Credit

Credit in Residence

Credits are given in semester hours. The unit value of each course is noted in the description of the course.

Credit for Graduate Courses Taken at

Holy Names University

An undergraduate student can take up to 6 units of graduate coursework at Holy Names University and apply these credits toward a Bachelor's degree. If an undergraduate student wants to take a graduate course, the student's advisor and the graduate Program Director must approve this decision. If the student matriculates into the appropriate graduate program, up to 6 units of graduate credit taken as an undergraduate at Holy Names University may be counted toward the graduate degree with the approval of the Program Director. The student must understand that taking a graduate course does not mean the student is accepted automatically into a graduate program.

**Due to the regulations of the Board of Behavioral Sciences, some graduate units taken by undergraduate students may not count toward the MA in Counseling Psychology.*

Credits Through Cross-Registration

In the agreements arranged between HNU and several local institutions, students may take, on a space available basis, a course not available to them on the home campus. Tuition is paid to HNU at the applicable HNU student rate. Rules of the host campus apply to the academic work, and cross-registration students are responsible for obtaining information about the policies and academic deadlines of the host institution. Forms to initiate such study are available in the Student Resource Center.

Graduate students have the opportunity to cross-register at the GTU in Berkeley. The same guidelines listed above apply.

Transfer of Credit

With the approval of the Graduate Program Director, up to six semester units from another accredited institution may be accepted for transfer into a degree or credential program, and up to three semester units may be accepted for transfer into a certificate program. Transfer courses accepted for a program must have been taken within the established seven-year time limit and have been completed at the same level of academic competency and performance as required by comparable courses at Holy Names University. Official transcripts must be requested by the student and sent directly from the institution to the HNU Registrar's Office.

Graduate degree programs rarely grant credit for extension courses. An extension course from another institution may be accepted as a transfer course if the Program Director approves it as being a substantive addition to the student's degree program and if the source campus accepts the course in its own comparable degree program. Ordinarily, prior approval is required, letter grades are necessary, and time limits apply.

In rare instances, courses from non-accredited institutions may be accepted by the Vice President for Academic Affairs, in

consultation with appropriate Department Chair.

Student Enrollment Status and Unit Load

Students should design their programs with the understanding that one unit of credit represents three hours of academic work weekly for the entire term. For every fifty-minute class period, the faculty expects that, as a norm, students will be engaged in two hours of additional academic work. Thus, for 15 units of credit, the students should anticipate spending a minimum of 45 hours each week of the term on academic work. Students who propose to take more than 18 units per term and go into overload status must obtain special permission from their academic advisors and the Assistant Vice President for Academic Affairs. Students who are combining study and work must exercise particular care to arrange an academic program that is manageable.

Adult learners who are taking courses in the Adult Baccalaureate Degree program and graduate students must carefully combine their other responsibilities with the intense learning experience adapted to weekend and accelerated timeframes. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, adult students can expect to spend 6-8 hours per week studying.

Full-Time Graduate Status

A full-time program of studies for Master's and Graduate Certificate students may consist of 9 graduate units per semester. A full-time student in the Teaching Credential or undergraduate certificate programs registers for 12 units each semester. If the program of studies includes undergraduate courses, or performance/activity courses, the unit load per term may be increased.

International Graduate Students

International graduate students (holding F-1 visas) must complete at least 9 graduate units each semester in accordance with the full-time study requirements of the U.S. Immigration and Customs Enforcement.

Veterans' Enrollment Status

Graduate students take 9 units for full-time status, 6 for three-quarter time, and 5 for half-time. Information concerning the University's procedures for certifying veteran enrollment may be obtained from the Registrar's Office. Processing of veterans' enrollment status takes place only after official registration.

Auditing

Permission to audit a course must be received from the instructor and academic advisor, and the course must be listed in the Schedule of Classes. Laboratory courses, some studio courses, and Independent Study courses may not be audited. Regular attendance is expected. No subsequent academic credit (e.g., by examination) may be based on classes which are audited.

Students who have completed a degree or certificate at Holy Names University have the privilege of attending further

courses at the level of their degree or certificate without tuition charge. Arrangements for alumni who wish to sit in on a class are made with the faculty member and registration must be completed through the Student Resource Center. Graduated alumni do not pay the tuition or audit fees but must pay the Campus Fee, which enables them to utilize campus resources. Subsequent academic credit is not allowed. This tuition-free auditing policy does not apply to courses that are part of another program into which the student has matriculated.

Evaluation

Grades

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. Instructors file course grade reports at the end of each term according to the following standard:

- A** Excellent achievement. The student performs at a superior level and more than satisfies all requirements of the course by being able to treat the course content with unusual skill, often creatively.
- B** Good work, better than satisfactory. The student does more than meet all requirements of the instructor for the course.
- C** Satisfactory work. The student completes all assigned work in an acceptable fashion.
- D** Poor work, barely passing. This grade represents work that is in some manner unsatisfactory.
- F** Unacceptable work
- CR** Credit.
- NC** No credit.
- I** Incomplete. This temporary grade is granted in extenuating or emergency circumstances and is accompanied by a contract for completion of the course requirements within a set timeframe.
- IP** In progress. This temporary grade is granted when work that could be completed in one term extends beyond the end of that term; student must re-enroll for the course in a subsequent term and tuition/fees apply.
- DE** Deferred Grading. This temporary grade is granted for experiential classes that require a set number of hours in placements; it is accompanied by a contract for completion of the course requirements within a set timeframe.
- FN** Failure, Not Graded. This grade is entered when no grade is received from the faculty member and may indicate an unofficial withdrawal or other registration issue.
- P** Pass
- AU** Designates audit. The student does the reading assignments, attends all classes, but does not submit written work or take examinations.

Grades are sometimes modified by plus (+) or minus (-) with the following exceptions: Grades of A+ and D- are not given. Quality of grade points earned for each credit hour (unit) com-

pleted are assigned to each mark as follows:

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

Graduate students may repeat a course in which they earned a C+ or lower, at the discretion of the Program Director. Students in the MBA transition program may repeat one undergraduate class in which they earned a grade of C+ or lower, with approval of their academic advisor and the Program Director. Associated tuition and fees will apply in all cases. Only the grade points and unit credit of the repeated course are computed, and there is no penalty for the first attempt. However the letter grade of the first attempt does remain on the transcript and the student must pay again for the repeated units (financial aid will not be given for second attempts). These regulations regarding repeating courses only apply to courses taken at HNU both times and not to transfer courses from another institution.

When course grades are due, the faculty members are required to report a grade for each student in the class. If a student chooses not to complete on time some course requirement, the instructor will take this failure into account in determining the course grade. The extent to which the course grade is affected is determined by the instructor. Grades can be changed for only two reasons. First, the faculty member and student have agreed that an Incomplete or Deferred grade is appropriate, requiring a signed Incomplete/Deferred Grading contract on file by the deadline and a grade change form when the work has been completed. If the work is not completed by the deadline on the contract, the default grade of F is automatically entered. Second, a grade may be changed as a result of clerical error. Grades may never be changed because additional work has been turned in after the end of a semester or term, unless it is an Incomplete/Deferred Grading contract being fulfilled, or the faculty member has made a clerical error in grade computation.

Incomplete for Graduates

A grade of I, Incomplete, indicates that some portion of the work for which a student has registered is incomplete. Graduate students who have completed 80% or more of a course with a passing grade, but are unable to complete all the coursework on time, may petition for an Incomplete. The student is responsible for obtaining the form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center.

The deadline is the final day of the term for graduate, credential, and certificate students. A student who fails to file the appropriate paperwork will receive an F in his/her course. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The normal time for completion of an Incomplete is the end of the following term. The Incomplete remains on the record until the contract is completed or the time on the contract has expired without the work being accomplished. In the latter case, the I becomes an F.

Under special circumstances, and with the approval of the instructor and the Program Director, the student may petition for an extension in time in one semester increments, provided it does not extend the program of studies beyond the seven-year period. New Incomplete paperwork must be filed with the Student Resource Center each time extensions are made. A graduate student with two or more Incompletes outstanding will not be permitted to enroll in any additional courses until the I grades are completed. If the instructor leaves the University before the student completes the coursework, the student is responsible for consulting with the Program Director. The Program Director may have the student complete the course with another instructor, repeat the course, substitute a comparable course (if the graduate program allows for this variability), or convert the I to an F. If the student is required to retake the course or a comparable course, tuition must be paid for this additional course. Graduate students taking courses at the 100 level are required to follow the Incomplete policy applicable to undergraduate students.

In Progress for Graduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and normally completes the course by the conclusion of the following term, paying only the campus fee but no tuition charges. In some cases, the course may be taken a third time for completion, during which time the student must pay tuition and fees. At the graduate level, this grade is reserved for culminating project or thesis courses.

Deferred Grading for Graduates

The grade of DE, Deferred Grading, on a record indicates that course requirements extend beyond the end of one term. This grade applies exclusively to experiential courses which require certain number of hours spent in experiential settings, such as Internships, Student Teaching or Clinical Placements, Fieldwork, or Practica. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is the final day of the term for graduate, credential, and certificate students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of a Deferred Grading class is one year. Students who do not file a petition for Deferred Grading by the deadline or who fail to fulfill the contract by completing the required work on time and in a satisfactory manner will receive an F or NC grade for the course.

Credit/No Credit for Graduates

Credit/No Credit courses are not accepted in graduate programs except the Spirituality program.

Pass/Fail Grades

Pass/Fail grading is used in selected Science labs and practicum courses within the Bachelor of Science and Master of Science in Nursing Programs.

Degree Completion

All candidates for Bachelor's or Master's degrees, certificates and credentials must complete a Candidate for a Degree form (available in the Student Resource Center) and pay a graduation fee well in advance of their intended date of graduation. The deadlines for filing the Candidate for a Degree form are listed in the Academic Calendar. (June 30 for December candidate; December 1 for May or August candidates.) The purpose of this notification is to provide time to verify with the advisor and the Registrar that all requirements have been met. Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.

Graduation

Degrees are officially recognized via postings on student transcripts in May, August, and December when students complete their entire program of studies. Degrees are publicly conferred only in May.

Diplomas are prepared and ordered after all grades are received, a final check of requirements is done by the Registrar, and the degrees have been recorded on the transcript. Diplomas and final transcripts are available approximately four months after the degrees are posted. Note that all financial obligations must be cleared before diplomas and transcripts can be released.

Ceremonies

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. Credential students whose final coursework will be completed in the summer session after Commencement ceremonies may participate in all ceremonies in May. Graduate students who are enrolled in their last units in the Spring, have a grade point average of 3.0 at the time of the ceremonies, and have completed all culminating theses, projects, recitals, and practica are eligible to participate in the ceremonies in May. Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

Honor Societies

Membership in honor societies is merited by students who meet the academic standards set by each group:

Alpha Theta Epsilon	English
Mu Phi Epsilon	International Music Honor Fraternity
Pi Delta Phi	National French Honor Society
Pi Gamma Mu	International Social Science Honor Society
Pi Kappa Delta	National Forensic Honor Society
Psi Chi	National Psychology Honor Society
Sigma Beta Delta	National Business Honor Society
Sigma Delta Pi	National Spanish Honor Society
Sigma Theta Tau	International Nursing Honor Society
Theta Alpha Kappa	National Religious Studies/Theology Honor Society

Records

On Privacy of Student Educational Records and Annual Notification

The Family Educational Rights and Privacy Act (FERPA) and the California Education Code afford students enrolled in an institution of higher education (“eligible students”) and parents of dependent students certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Eligible students or parents should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the eligible student or parent of the time and place where the records may be inspected.

2. The right to request an amendment of the student’s education records that the eligible student or parent believes are inaccurate or misleading.

Eligible students or parents may ask Holy Names University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the eligible student or parent, the University will notify the eligible student or parent of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student or parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to “university officials” with “legitimate educational interests”. A “university official” is a person employed by the University as an administrator, supervisor, instructor, or support staff; a person serving on the Board of Trustees; a person or company with whom the University has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a student serving on an official committee, such as a disciplinary or grievance committee; or a student assisting another university official in performing his or her tasks. A university official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility and/or clearly specified duties.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and private information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal

and State Authorities”) may allow access to your records and personally-identifiable information (PII) without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The University has designated the following student information “directory information”, and at their discretion may release this information:

Category 1: name, address, email, telephone number, dates of attendance.

Category 2: major field of study, awards, honors (including Dean’s List), degree(s) conferred (including dates).

Category 3: past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

As required by Section 99.37 of the FERPA regulations, this serves as annual public notice of this action. Students have the right to withhold any item in “directory information”, but must notify the University of such in writing (completion of university form, Request to Prevent Disclosure of Directory Information, available in the Student Resource Center), during their first term at the University. This hold will remain in effect until and unless changed subsequently by resubmitting a request form to the Student Resource Center.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Grade Reports

Grade reports made available electronically within three weeks of the end of a term. To protect student confidentiality, grades cannot be given out over the telephone.

Transcripts

Official transcripts of a student's academic record are issued for the transfer of credits to other colleges and universities and for the information of certifying agencies and employers. The academic record of any student will be sent at the student's written request to any institution or person designated by the student. To be regarded as official, the transcript must be signed by the Registrar, carry the seal of the University and be sent by the Student Resource Center directly to the recipient. Transcripts are withheld until financial obligations to the University have been met. For their personal use, students may view their transcript and/or degree audit report electronically. They will also receive a complementary transcript of their completed work along with their diploma or certificate.

Transcripts and documents from other institutions are the property of Holy Names University and, as such, are under the control of the Office of the Registrar. Under federal policy, a student has the right to view the documents in his or her file; the University is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to Holy Names University for admission or credit transfer become the property of the Holy Names University and cannot be returned to the student or forwarded to other institutions.

Change of Name and Address

Students are required to report immediately all changes of name, address, personal email, or telephone number to the Student Resource Center. Official documentation (marriage license, divorce documents) must be submitted to the Student Resource Center when changes of name are reported.

Degree and Enrollment Verification

Holy Names University has authorized the National Student Clearinghouse to provide enrollment and degree verifications. Please contact the Student Resource Center for additional information.

ACADEMIC STANDARDS**Academic Honesty**

The University considers honesty vital to its academic life. Therefore, it requires that students learn and abide by the standards of honesty expected in an academic community.

In general, academic honesty requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor.

Penalties and Reporting Procedures

Because they undermine the whole nature of academic life, all forms of cheating, plagiarism, and misrepresenting academic records are considered serious offenses in the academic community. In the event of violations, penalties will be imposed based on the

degree of the offense. The individual instructor has the right and responsibility to make the course grade reflect a student's academic dishonesty. At the instructor's discretion, the student may receive a reduced or failing grade for a single piece of work or for the entire course in which there was academic dishonesty.

In cases of suspected academic dishonesty, the instructor initiates a 'Confidential Suspected Violation of Academic Honesty Report', making every effort to reach student by phone, email, and other modes of communication in order to discuss the circumstances. After 15 working days, the instructor completes the report—with or without an accompanying discussion with the student—sending a copy to the student and the original to the Academic Affairs Office, together with supporting documentation. These documents remain confidentially in the Academic Affairs Office, unless a copy to the student's permanent academic file is indicated by the instructor.

The Associate Dean of Academic Affairs shall endeavor to determine the extent of possible academic misconduct. If evidence of prior academic dishonesty is on record with the Academic Affairs Office, the student may be subject to suspension or dismissal from the University. All penalties may be appealed by the student according to the procedures outlined below. In all cases the confidentiality of the students and or the faculty members shall be upheld.

Student Appeal Process

See "Academic Appeals Concerning a Grade or Requirement in a Particular Course" on page 89.

Specific Violation of Academic Honesty

Specific violations of academic honesty includes plagiarism, computer-assisted plagiarism, misrepresentation of sources, distortion of information, use of written work prepared by others, and multiple submission of papers without the permission of instructors.

To give students practical guidance in adhering to these requirements, below are noted the following specific violations of academic honesty and the ways in which they can be avoided:

Plagiarism

Plagiarism (which comes from the Latin word, *plagiare*, to kidnap) is using the distinctive words or ideas of another as if they were your own. This includes all categories of expression: literary, artistic, scientific, mechanical, etc. All forms of plagiarism are violations of academic honesty.

In scholarship, another person's distinctive words and/or ideas are regarded as his/her intellectual "property". Respect for this "property" is as essential as respect for any property, and this respect is ensured when a student properly acknowledges the contributions of others to his/her work.

Awareness of debt to another person's work is essential in avoiding plagiarism, but it is not enough. Students must also be careful scholars. Therefore, to avoid plagiarism, students should:

1. Take accurate notes when reading. Quote accurately and paraphrase correctly. Carefully write down the author, book or periodical title, and page numbers of quotes and paraphrases.
2. When using quotes or paraphrases in a paper, acknowledge specific sources by internal references or footnotes.
3. Carefully cite author, title, publication data, and page numbers (where appropriate) of all sources consulted.

In all subjects, some facts and ideas are considered general knowledge and need not be cited. Instructors can answer questions about whether or not information falls into this category. Remember: when doubt exists, cite the source. Note: Careful scholarship applies to oral as well as written reports. In giving an oral report, students should also be aware of debts to sources. They should write down references in notes, acknowledge these references where appropriate throughout the report, and cite all sources upon request at the end of the presentation.

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

- If a student copies a computer file that contains another student's assignment and submits it as his/her own work.
- If a student copies a computer file that contains another student's assignment and uses it as a model for his/her own assignment.
- If students work together on an assignment, sharing the computer files or programs involved, and then submit individual copies of the assignment as their own individual work.
- If a student knowingly allows another student to copy or use one of his/her computer files and then to submit that file, or a modification thereof, as his/her individual work.

(Adapted from the Policy for Responsible Computing, CSU, Monterey Bay University)

Misrepresentation of Sources and Distortion of Information

All misrepresentations of sources and distortion of facts and/or ideas constitute a violation of academic honesty. This includes:

- All misleading or inaccurate references to authors, titles, publishing data, or page numbers in footnotes, internal references, and bibliographies; and
- Any alteration of facts or ideas which misrepresents the meaning or intent of the original source (i.e., taking words out of context or misrepresentations of data in graphs, statistics, lab reports, etc.).

In order to avoid unintentional misrepresentations of information, students should take careful notes and transfer them accurately to their papers or reports. Before submitting work, students must proofread to verify the accuracy of statements and citations.

Use of Written Work Prepared by “Ghost Writers” or Others

Submission of written essays, research papers, science reports, laboratory results, computer programs, or homework assignments, etc. prepared by a person other than the student submitting the assignment as his/her own work constitutes a misrepresentation of academic work and is a violation of academic honesty.

Discussion of essay topics, problems, or lab projects with teachers or friends helps to generate and clarify ideas and is not only permitted but also encouraged (unless the faculty member states that the work is to be done independently). However, the written assignment or report that is the product of these discussions must be the work of the student, a written expression of his/her final reflections on the subject.

Multiple Submission

The same paper or report may not be submitted to two different classes in the same term, nor be resubmitted to another class in another term without the explicit permission of the instructors involved. To do so is a violation of academic honesty.

If, rather than write two separate papers, a student wishes to write a longer, more comprehensive paper or report that would incorporate the work being done in two related courses, the student must explain his/her academic goals for the project and secure the permission of the instructor in each class before starting work on the paper.

Specific Comments on Test-taking

Any assistance on in-class tests and quizzes is considered a violation of academic honesty. This includes verbal assistance from another student, sharing notes, sharing pre-coded computers or devices, and the use of any books or notes not explicitly permitted by the instructor. (These rules also apply to take-home tests, unless the instructor gives explicit directions to the contrary.)

In order to avoid any possible misunderstanding:

- Students should not bring books and notes, electronic or written, into the classroom on a testing day unless otherwise advised by the instructor.
- Students should avoid any interaction with other students during a test unless they have the explicit permission of the instructor.

Classroom Expectations

Guidelines for Responding to Disruptive Student Behavior

Holy Names University strives to provide a safe and secure environment for all students, employees and visitors. Acts of violence, threats and threatening behavior are not acceptable behaviors at Holy Names University and will not be tolerated. Students and instructors are expected to maintain professional relationships characterized by courtesy and mutual respect.

Disruptive behavior involves conduct that threatens or endangers the health or safety of any person. This behavior infringes upon the rights of members of the HNU community. Disruptive behavior is defined as any behavior in a classroom or other learning environment that interferes with the learning process. This includes, but is not limited to, environments of teaching,

research administration, disciplinary proceedings, university activities, university life, community service activities or university authorized activities.

Examples of disruptive behaviors include, but are not limited to, verbal or physical abuse, verbal or physical threats, intimidation, harassment, coercion, repeated obscenities, argumentative and/or combative behavior or other obstructions, whether experienced verbally, physically, electronically or otherwise.

Scope

The scope of the policy includes persons:

- On university property
- At university sponsored events
- Fulfilling the duties of a university student off-campus (i.e. nursing clinical's, internships, conferences)
- Conducting university business or representing the university
- Engaging in any disruptive activity that results in a negative impact on the university or university community.

Response to Disruptive Behavior

- In a situation of classroom or activity disruption, the instructor should first indicate to the student(s) that the behavior is disruptive and provide an opportunity for the individual(s) to conform to the expected standards of the class. It is hoped that in the majority of instances the matter can be resolved in this initial, informal manner.
- If the behavior continues, the student(s) should be given an immediate, direct, warning to discontinue the behavior.
- If the disruption continues or reoccurs at a later class the instructor may repeat the initial request to discontinue, or ask the student(s) to leave the classroom or university-sponsored event.
- If a student(s) refuses to leave upon request the instructor shall call Campus Safety to assist in removing the student.
- If at any time the instructor considers that he/she is in immediate danger or is concerned about personal safety, Campus Safety at ext. 1234 should be contacted. They will respond to the site and provide appropriate response to the immediate concern.
- In the situation where the student(s) has been asked to leave the class, the instructor shall notify, in writing, the Department Chair, the Vice President for Academic Affairs, and the Vice President for Student Affairs. This report shall include information relating to the incident and subsequent steps taken for resolution.
- The Vice President for Student Affairs, or designate, will conduct a review of the incident. This review may consist of interview with the involved student(s), involved instructor, Department chair, Vice President for Academic Affairs, security and any other involved parties.
- The Vice President for Student Affairs, or designate, will then resolve the problem in the manner, which seems most appropriate. Examples of resolutions may include return to the class/activity with the expectation that behaviors will conform to expected standards, removal from the class/activity, change to another setting, suspension from the class for the semes-

ter, suspension from the University or any other resolution dependent on the circumstances.

- The Vice President for Student Affairs, or designate, will communicate the resolution of the situation to involved parties in writing, as is allowable by FERPA.

Attendance

Regular attendance at classes is not only expected but is considered essential for successful academic work. A student with excessive absences may receive a grade of F. Excessive absences are those which exceed the number designated in a class syllabus or total more than one-fifth of the scheduled class hours. The student must assume full responsibility for work missed because of absence, including any additional work assigned to compensate for the absence. Students will not be permitted to register for classes that overlap in meeting times and result in accumulated partial absences.

Academic Progress and Status

To be in good standing, a graduate student must maintain a minimum cumulative and semester grade point averages of 3.0. Failure to do so may result in Disqualification from Holy Names University. The Academic Affairs Office notifies each student who is academically disqualified. All students are encouraged to seek assistance when their grades are not satisfactory. Academic advisors and faculty are available to assist students.

Graduate Disqualification

Graduate students are expected to maintain a 3.0 cumulative and semester grade point average throughout the pursuit of their educational objective. Graduate students receiving a grade below a B- are subject to disqualification from the University, even if their cumulative grade point average is above 3.0. Students disqualified from one graduate program are not eligible for admission or to take coursework in another HNU graduate program.

Students disqualified from one graduate program are not eligible for admission or to take coursework in any other HNU graduate program.

Graduate Academic Reinstatement

In rare circumstances, a Graduate Program Director may allow a graduate student to repeat a course in which they received a grade below a B-. To be considered for this opportunity, a graduate student must write a letter of appeal to the Graduate Program Director. All requests for reinstatement after an initial appeal has been denied by the Graduate Program Director must go to the Vice President for Academic Affairs. See the section on Undergraduate Academic Reinstatement for further details about the nature and content of the petition for reinstatement.

Academic Responsibilities and Rights of Students

Students are individually responsible for knowing and observing the regulations, policies and procedures listed in this Catalog and all modifications, revisions, or additions which may be published in the Hawk's Edge online system, HNU website, Blackboard classrooms, or HNU student email messages.

Policy of Nondiscrimination

Holy Names University does not discriminate on the basis of race, creed, sex, handicap, age, color, sexual orientation, or national and ethnic origin in administration of its educational or admissions policies, scholarship and loan programs, athletic and other University-administered programs.

In accordance with the Family Educational Rights and Privacy Act of 1974, each student has the legal right to examine and challenge the record maintained for that student.

This Catalog constitutes the University's document of record. While every effort is made to ensure the correctness and timeliness of information contained in this Catalog, the University cannot guarantee that changes will not occur after publication. More timely information may be found on the university's website, student handbooks, and in the publications of each academic area. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in this Catalog and in other campus publications.

Academic Appeals

In academic questions, as in all other areas of appeal, the intent of the University is to try first to reach a resolution informally among those involved; failing this, more formal steps may be taken.

Academic appeals fall broadly into four categories:

1. Those concerning a grade or a requirement in a particular course.
2. Those concerning penalties resulting from violations of academic honesty.
3. Those concerning the interpretation or application of a general education or major/degree/program requirement.
4. Those concerning academic disqualification from the University.

The procedures and timelines for dealing with these various categories of academic appeals are described below. Once an appeals process begins, all University personnel will protect the privacy of the student and the confidentiality of the process.

Academic Appeals Concerning a Grade or Requirement in a Particular Course:

Step 1. The student will first contact the instructor who has assigned the grade in question or is responsible for determining course requirements. This step must be taken no later than the end of the academic term following the term in which the problem arose. Normally, students will resolve their concerns informally at this point.

Step 2. If the question remains unresolved, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision.

Step 3. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the grade or requirement under appeal will result in academic disqualification. There is no further University appeal.

Academic Appeals Concerning Penalties Resulting from Violations of Academic Honesty:

Step 1. Within fifteen (15) working days of receiving notification of the penalty by the instructor, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision. A copy of this report will be sent to the Academic Affairs Office and placed in the student's file.

Step 2. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. A copy of this report will be placed in the student's file. The decision of the Vice President is final even if a decision against the student will mean that the penalty will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning the Interpretation or Application of a General Education or Major/Degree/Program Requirement:

Step 1. The student will go first to the Program Director or Chairperson of the Department. Normally, students will resolve their concerns informally at this point.

Step 2. If the issue remains unresolved, the student may direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the requirement under appeal will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning Academic Disqualification from the University:

Step 1. Graduate students should direct appeals of academic disqualification to their Program Director. Appeals must be made in writing within fifteen (15) working days of receipt of the academic disqualification letter. The Program Director will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Program Director will report in writing to the student his/her findings and decision.

Step 2. Graduate students may appeal the decision of the Program Director to the Vice President for Academic Affairs. The student must direct a written appeal to the Vice President within fifteen (15) working days of the receipt of the Program Director's decision. The Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final. There is no further University appeal.

For grievances of a non-academic nature please consult the Grievance Policy in the HNU Student Handbook.

University Ombudsperson

Holy Names University's ombudsperson is a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to students of the University community. Sister Carol Sellman, Vice President for Mission Effectiveness, serves in this capacity currently.

ACADEMIC REQUIREMENTS FOR GRADUATE STUDENTS

Degree Requirements

Total Units and Grade Point Average

The candidate for the Master's degree must complete a minimum of 30 semester hours beyond the Bachelor's degree with a 3.0 cumulative and term grade point average. All classes must be passed with grades of B- or better. Only graduate and upper-division courses approved in advance by the Program Director may be included in the degree program. The candidate for the graduate Certificate must complete the units required by the program with a 3.0 cumulative and term grade point average. All classes must be passed with grades of B- or better.

Time Limit

All courses and the comprehensive examination, thesis, project, practicum, or recital for the Master's Degree must be completed within seven calendar years. An extension of time will be granted only in exceptional cases and on the basis of a written petition submitted by the student, with the approval of the Graduate Curriculum and Standards Committee, to the Vice President for Academic Affairs.

Language Requirement

All candidates for the Master's degree are expected to demonstrate correct and effective use of English, both written and oral.

Human Subjects Protocol and Institutional Review Board

Any student doing human subjects research must submit a proposal and protocol to the HNU Institutional Review Board (IRB). Students should consult with their Graduate Program Director for further information.

Thesis or Project

Where required, the completed thesis or project must be approved by the readers by the date set in the academic calendar. Two copies of the thesis should be prepared; one of these bound copies must be submitted to the University Library and one must be filed in the Division/Department office. For additional thesis or project requirements, see specific program regulations.

Course Information

Identification of Courses

Holy Names classes are always identified by four elements: the sponsoring discipline, a special number, a title, and a unit value for the course, e.g., History 17A United States History (3). In this example, the "A" indicates that the course is the first half of a two semester course. The (3) indicates that the class is worth three units and meets for approximately 3 hours per week.

In this Catalog, a brief description of the content of the course follows the basic identification.

Credit Hours

A credit hour (unit) 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 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.

Numbering

Courses numbered 1–99 are ranked as lower-division courses (freshman/sophomore level). Courses carrying numbers 100–199 are upper-division level. In courses that are listed as both lower and upper-division (English 20/120), significantly more sophisticated work is expected of those receiving upper-division credit. Some upper-division level courses (100–199) may be used in Master's as well as in Bachelor's degree programs. Faculty expect more of graduate students enrolled in upper-division classes. Courses scheduled as 10/110 or as 110/210 have syllabi and class assignments commensurate with levels of students enrolled. Graduate-level courses are numbered 200–299, professional education courses are numbered 300–399, and non-degree certificate courses are numbered 400–499.

Courses with an additional “A” in the course ID (e.g. RLSTA 175) are designed for adult learners. Courses with an additional “N” in the course ID (e.g. RLSTN 175) are specifically designed for students in the NEXUS RN to BSN program.

Special Study

This is a regularly offered course required for graduation that is not being offered again before the student’s expected date of graduation. The special study may be taught as a tutorial or to an individual student. Special studies are open to seniors, graduate students, and others under extenuating circumstances. These courses are identified with the numbers 94/194/294/394. The form may be obtained from and filed in the Student Resource Center.

Internship

Student work in internships, practica or field work is designated 96/196/296/396, with identifying subtitles. These courses have a special syllabus and set of requirements and are not listed in the Catalog. There is a limit of six units of internship that may be applied to the Bachelor’s degree.

Special Topics Classes

Courses identified with the numbers 97/197/297/397 carry identifying subtitles and may be repeated for credit under different subtitles. These courses are not listed in the present Catalog, as the topics and content will vary.

Research

198 is the course number used for undergraduate research, and 298 for graduate thesis or directed Master’s project. The undergraduate form may be obtained from and filed in the Student Resource Center.

Independent Study

This is individual study not provided in regular courses, arranged by a student with a faculty member, and approved by the Division/Department Chairperson and the Registrar. It may involve 1-3 units, and is listed on the transcript with the number 199/299/399 and with a descriptive title. Independent study is not available to freshmen or audit students.

Even though students may apply up to six units of credit toward a Bachelor’s degree in each individualized course, most students earn 1-3 units per course. The form may be obtained from and filed in the Student Resource Center.

Cycling of Classes

Many courses are offered only once in each academic year, and a few are scheduled every third or fourth term. Students can find out from Division/Department Chairpersons when particular classes will be offered. The list of courses to be offered each term is found in Hawk’s Edge online system and published in the online Schedule of Classes.

Cancellation of Courses

A course may be cancelled if enrollment is low or if other circumstances necessitate a cancellation.

GRADUATE PROGRAMS AND COURSES

Business Administration

MBA
Joint MSN/MBA

Counseling Psychology

MA in Counseling Psychology
MA in Forensic Psychology
Dual MA in Counseling Psychology & Forensic Psychology
Certificate in Forensic Psychology
Certificate in Pastoral Counseling
Certificate in Traumatology and Treatment

Culture and Spirituality

MA
Certificate
Sabbatical

Education

MEd
Multiple Subject Teaching Credential
Single Subject Teaching Credential
Multiple Subject Internship Teaching Credential
Single Subject Internship Teaching Credential
Education Specialist Credential: Mild/Moderate Disabilities, Level I and Level II
BCLAD Authorization for Multiple and Single Subjects
BCLAD Authorization for Multiple and Single Subject Internship Certificate in Educational Therapy

English: The Writer’s Craft

MA

Linguistics

Music

MM in Piano Pedagogy
MM in Piano Pedagogy with Suzuki Emphasis
MM in Vocal Pedagogy
MM in Music Education with Kodály Emphasis
Kodály Specialist Certificate
Kodály Summer Certificate

Nursing

MSN
Joint MSN/MBA
FNP Post-Master Certificate
Administration/Management Post-Master Certificate
Clinical Faculty Post-Master Certificate

BUSINESS ADMINISTRATION

MBA education has become more critical than ever. Successful employees now need to understand how to use their personal and professional skills, how to learn continuously and update their knowledge, and how to help their organizations meet leadership, management, marketing, and financial challenges in an extremely fast-paced and highly competitive, complex environment.

The MBA program at Holy Names prepares adult learners to deal with dynamic, complex changes in the working environment in the following ways:

- Extensive preparation in the “core business areas” of accounting, finance, marketing, and management, as well as ethics and business strategy.
- An in-depth introduction to leading-edge issues such as the quality movement, re-engineering, mergers, acquisitions, new leadership styles, financial modeling, internet-based funding, and managing in a global economy.
- An emphasis is placed on ethics and socially responsible decision-making in all courses in our curriculum. Our classes are designed to help students exercise conscience while making good organizational decisions.

Individual attention from committed faculty supports students in developing their personal and professional potential. Courses are taught on weekends to accommodate the needs of working adults.

By the end of their professional academic program as MBA students at Holy names University, students should be able to:

- Design a business plan and see it to completion
- Apply rational approaches to making business decisions
- Practice in a team setting with a diversity of individuals
- Demonstrate effective writing and oral presentation skills
- Demonstrate a grasp of the theoretical aspects of specific business disciplines
- Demonstrate problem solving skills
- Explain the role of ethics with respect to business issues
- Describe the value of business to the larger society
- Demonstrate the ability to use technology to solve business problems

Requirements

The MBA requires completion of the prerequisite foundation courses (no graduate credit), eight core courses (24 units), three concentration courses (9 units) and one elective course (3 units) from the MBA or other HNU graduate programs, for a total of 36 units.

International Students

Students from countries other than the United States may be required to take some courses in English before final acceptance into the MBA program.

MBA Transition Program

Students who have an undergraduate degree with a major other than business and who need to take foundation courses may be admitted to the MBA Transition program and may take up to 3 Master’s level courses while they are completing their foundation courses. These foundation courses require a **grade of B or better**.

Fifth Year MBA Program

Students who have completed the undergraduate Bachelor of Arts at Holy Names University with a concentration in Management, Business Communications, Marketing, or International

Business can complete the MBA with a concentration in Management in one year. This program is considered a full-time program in which students take six courses each semester. Eligible Holy Names University students can take **two** of the graduate courses while they are completing their Bachelor’s degree.

Joint MSN/MBA (See Nursing)

Application Procedures

In addition to the general Holy Names graduate application, prospective MBA students need to submit with the application:

1. Two letters of recommendation from persons who can comment on qualifications for admission to a graduate program in Business;
2. A résumé; and
3. A one-page statement describing reasons for pursuing an MBA at Holy Names University.

Foundation Courses

The following prerequisite foundation courses are required with a grade of B or better for all students in the MBA program. They may have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor’s degree. If the courses have not been completed prior to admission, they must be taken before the student has completed 9 units in the MBA program.

- Accounting: one year (BSAD 10, 11, 12) or 2 semesters of Accounting (4 units each)
- Finance: one course (BSAD 129)
- Economics: one year (ECON 2)
- Professional Writing (ENGL 108W)

General Education Expectations

- Statistics: one course (ECON 15)

Core Courses (24 units)

The courses listed below form the core of our curriculum. They provide the basic tools necessary to analyze a wide range of business and organizational decisions, and are appropriate for work in large corporate settings, small and mid-sized businesses, non-profit organizations, and professional or consulting practices.

- BSAD 205 Decision Modeling
- BSAD 207 Managerial Accounting
- BSAD 215 International Management
- BSAD 229 Financial Management
- BSAD 230 Advanced Management: Leading Change
- BSAD 251 Corporate Policy and Ethics
- BSAD 260 Marketing Management
- BSAD 295 Strategy in the Global Environment

Concentrations (9 units)

Students will take three courses in one concentration.

Finance

This concentration will support two distinct career paths. Many

students are employed by large corporations and seek additional financial skills that will assist them in improving their performance and obtaining promotions. Other students work in small businesses or independently and seek financial skills to achieve and sustain success. Our courses have been recently redesigned to better prepare our students for the information economy.

BSAD 236 Intermediate Financial Management
 BSAD 237 Investments
 BSAD 239 Financial Markets and Institutions

Management and Leadership

This concentration is for students preparing to move into positions of greater responsibility within large for-profit companies, non-profit organizations, and small businesses. While considering new models of organizations and leadership, this concentration focuses upon the development of personal qualities leaders at all levels need in order to be successful in our fast-paced, rapidly-changing, complex-knowledge economy.

BSAD 250 Leadership Development
 BSAD 253 Building Learning Organizations
 BSAD 255 Leadership and Organizational Behavior

Marketing

This concentration will provide students with an extended foundation in marketing and background in the consumer area of marketing as well as a clear perspective of marketing strategy in the global environment. Students will be prepared to move into positions offering responsibility within consumer-packaged-good firms, business-to-business marketers, not-for-profit firms, and operations determined to engage in global marketing endeavors.

BSAD 261 Diverse Consumer Behavior
 BSAD 263 The Global Imperative: Strategic Marketing
 BSAD 265 Marketing Research

Electives (3 units)

Students can select one course from any of the MBA courses or from other Holy Names University graduate programs.

Business Courses

205. Decision Modeling (3). This course develops the concepts of exploratory data and analysis, regression analysis, and modeling systems in support of the management decision-making process. Several techniques are applied: forecasting time series analysis, complex problem-solving methods as well as interpretation and control mechanisms. Prerequisites: ECON 15 (Statistics) or equivalent, BSAD 10C (Spreadsheets), and MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business).

207. Managerial Accounting (3). Managerial accounting involves the preparation and use of accounting information designed to assist managers in planning and controlling the operations of the business. Topics to be covered include performance evaluation, activity-based cost accounting techniques in planning and budgeting, target costing, decision-making,

cost-benefit analysis, relevant costs, and capital investment evaluation. Standards of ethical conduct are analyzed, including professional competence, confidentiality, professional integrity, and objectivity. Prerequisite: BSAD 12 (Accounting), MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business), and BSAD 129 (Business Finance).

215. International Management (3). This course uses the case study approach to understand the principles of management for increasingly global business. Cultural, social, and political/economic systems are examined. Issues such as strategy, modes of entry, globalization vs. local adaptation, expatriates vs. local employment, bribery, and corporate social responsibility are studied in the context of decision-making by the manager.

229. Financial Management (3). Financial managers make decisions regarding which assets their firm should acquire, how these assets should be financed, and how the firm should manage its existing resources. This course deals with financial control at top management levels, with special reference to forecasting and planning, major investment and financing decisions, coordination and control, dealing with financial markets and how to raise and invest funds using the internet and e-commerce. Ethical issues in financial management will be addressed. Prerequisites: ECON 15 (Statistics), MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business), BSAD 10C (Excel Spreadsheets), BSAD 129 (Business Finance).

230. Advanced Management: Leading Change (3). New technology, economics, and social forces are transforming work, institutions, individual lives, and the way companies operate. At all levels leaders/managers must learn how to manage change well. This course will examine several new ideas of management (e.g., re-engineering, value-based leadership, etc.). The complex process of change at macro, organizational, and micro levels will be addressed. Also considered will be ethical issues related to planned changes. Case analyses will challenge students to apply ideas to real situations. This course aims to develop the knowledge, skills, and ethical competence needed to help managers of change become more effective and more socially responsible.

236. Intermediate Financial Management (3). This course will review treasury operations in organizations ranging from start-up companies to large corporations. Topics will include company capitalization (i.e., debt and equity mix), capital budgeting, the cost of capital analysis, interest income, and expense analysis. Students will learn how to use the Internet for research to obtain funding (examining lender information, stock and bond firms, and other firms providing working capital) and also how to make actual transactions on-line. Prerequisite: BSAD 229.

237. Investments (3). This course focuses on financial analysis for planning and control of the organization. Students will learn decision-making based on project analysis and methods used by analysts to complete their work. Students will develop

spreadsheet models to solve pre-defined financial problems using contemporary analytical techniques. Prerequisite: BSAD 229.

239. Financial Markets and Institutions (3). This course continues the study of finance begun in the core finance class. Topics discussed will include mergers and LBOs, bankruptcy and reorganization, and lease financing. Credit analysis, investment strategies, risk management, and ways to mitigate market condition risks are also included. The course will include study of the dramatic impact of the Internet on the rapidly changing business environment. Companies that exhibit high ethical standards and socially responsible practices will be highlighted. Personal financial planning with an emphasis on investment opportunities may be discussed. Prerequisite: BSAD 229.

250. Leadership Development (3). Since more of us are called to play leadership roles at work, in the social sector, and in our communities, we need help in developing our leadership potential. This course will focus on several crucial dimensions of effective leadership: developing the skills of emotional intelligence, communication, and strategic thinking. In addition to reading assignments, students will engage in self-reflective exercises, design practical strategies to apply in their work environment, learn to coach fellow students, and develop plans for personal and organizational renewal. Prerequisite: BSAD 230.

251. Corporate Policy and Ethics (3). An examination of the nature of social responsibility in business and the application of business ethics to decision-making. As relevant, discussion of current issues in ethics, with an emphasis on environmental and social responsibility. Policies of effective management of social issues will be discussed.

253. Building Learning Organizations (3). In the Information Age where work increasingly consists of the application of new knowledge, it is important for leaders to support learning in their organizations. The course will study learning organizations and how to build them, focusing on key leadership strategies such as systems thinking, innovation, communication, personal mastery, and team building as elements of organizational development. Prerequisite: BSAD 230.

255. Leadership and Organizational Behavior (3). High-performing leaders need to understand the impact that individuals and groups have on organizational productivity as well as the effects that organizational policies, culture, and structure have on the individual. This course examines issues related to creating effective work groups, motivating and coaching individuals, negotiating, and managing a culturally diverse workforce. Ethical issues relating to managing people in a global and technological age will be addressed. Prerequisite: BSAD 230.

260. Marketing Management (3). This class explores how to provide superior value for the customer, focusing on customers, competitors, and future areas for market growth. Changes in channels of distribution, types of promotional campaigns, and more sophisticated ad copy are important trends examined in this course. Ethical issues such as product/services liability,

truth-in-advertising, artificially stimulating demand and issues of a marketer's moral responsibility for quality and results are studied.

261. Diverse Consumer Behavior (3). An in depth study of the consumer's internal and external factors influencing the consumer's decision-making process through information assimilation. The application of consumer behavior theory as an influencing factor on the product marketer's strategic marketing plan and decision-making process is developed. Students are required to provide a research paper. Prerequisite: BSAD 260.

263. The Global Imperative: Strategic Marketing (3). A study of how the multinational firm applies strategic planning and analysis in approaching the international marketplace. Students will use research to develop a global perspective toward the marketing process, including strategy, pricing, advertising, sales and marketing management techniques in order to control global marketing operations. Students are required to provide a research paper. Prerequisite: BSAD 260.

265. Marketing Research (3). The use and process of quantitative research methodologies are developed in order to facilitate better decision-making applications. Methods for developing problem identification and analysis of data, data collection, sampling, and interpretation are pursued. Students are expected to conduct research and develop a research project for presentation. Students are required to provide a research paper. Prerequisites: ECON 15 (Statistics) or equivalent and BSAD 260.

295. Strategy in the Global Environment (3). A capstone course which integrates work from core business disciplines and electives with an emphasis on the well-being of multiple stakeholders. Extensive use of cases will help inform the decision-making process. A final project will allow the student to integrate material from this class, with an emphasis on real-world application to a chosen emphasis. Prerequisites: Seven MBA courses.

COUNSELING PSYCHOLOGY

Master of Arts in Counseling Psychology

Fulfills course work requirements for Marriage and Family Therapist License (MFT) and Licensed Professional Clinical Counselor (LPCC)

Master of Arts in Forensic Psychology

Dual Master of Arts: Counseling Psychology and Forensic Psychology

Fulfills course work requirements for Marriage Family Therapist License (MFT) and Licensed Professional Clinical Counselor (LPCC)

Certificate in Traumatology and Treatment

Certificate in Forensic Psychology

Certificate in Pastoral Counseling

Holy Names University offers M.A. programs in (1) Counseling Psychology, (2) Forensic Psychology, and (3) Dual master's in Counseling Psychology and Forensic Psychology, as well as

Certificates in (1) Traumatology and Treatment; (2) Forensic Psychology; and (3) Pastoral Counseling for persons who want to work professionally in one or more of the diverse fields of counseling. Students gain the knowledge and skills necessary to effectively counsel, fully acknowledging the complex diversity of people's lives. The faculty is made up of clinicians. Thus, students are exposed to a wide variety of counseling practices. Classes incorporate didactic learning with opportunities for experiential practice via written exercises, case studies, simulations, and field work. Integration of learning is fostered by scholarly papers and reflection journals. Graduates will be able to demonstrate clinical competence and clear understanding of professional responsibilities.

Counseling Psychology students reflect a rich diversity of age, culture, religion and spirituality. Valuing differences is a hallmark of effective, compassionate counseling, and the program strives to foster students' intellectual and ethical development focusing on respect for all people. Holy Names Counseling Psychology programs are appropriate for individuals whose own levels of ethical and psychological development enable them to have high regard for all human beings, especially those different from themselves.

All programs are designed for the working adult. Classes are offered in the late afternoons and evenings with some on Saturdays.

MA IN COUNSELING PSYCHOLOGY

This program prepares its graduates for a profession in counseling and psychotherapy with an emphasis on community mental health. Students will gain theoretical knowledge of the counseling field and experience practical application of theory in therapeutic, supervised field placement settings. Graduating students are prepared to apply for licensure with the California Board of Behavioral Sciences (CBBS) as Marriage and Family Therapist (MFT) and Licensed Professional Clinical Counselor (LPCC). Curriculum required for the LPCC licensure is accommodated by the required Counseling Psychology courses leading to MFT licensure from the Fall 2011 Catalog and after. Students under prior catalogs must consult with the Director of the program to achieve LPCC compliance. The program is continually updated to meet the requirements set by the CBBS.

Prerequisite requirement

Applicants to any counseling psychology program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (63 units total)

CPSY 200	Foundations of Counseling: Process and Skills
CPSY 201	Foundations of Psychological Research
CPSY 202	Clinical Neuroscience
CPSY 205	Psychopathology
CPSY 208	Substance Abuse Assessment & Treatment
CPSY 210	Counseling Theories
CPSY 215	The Law and Professional Ethics

CPSY 220	Human Development Across the Lifespan
CPSY 230	Human Diversity in Counseling
CPSY 235	Advanced Human Diversity Issues in Counseling
CPSY 250	Marriage and Family Counseling
CPSY 260	Treatment of Children and Adolescents
CPSY 265	Group Psychotherapy
CPSY 271	Trauma, Loss and Grief
CPSY 275	Psychological Development and Spiritual Growth
CPSY 280	Psychological Assessment
CPSY 285	Introduction to Supervised Practicum and Case Seminar
CPSY 291	Community Mental Health A
CPSY 292	Community Mental Health B
CPSY 293	Community Mental Health C
CPSY 298	Integrating Seminar
CPSY 290	Supervised Practicum and Case Seminar (3 semesters)

MA IN FORENSIC PSYCHOLOGY

This program prepares its graduates for a career working with victims and perpetrators in probation, parole and correctional settings. Students will gain theoretical knowledge of the counseling field as it relates to the criminal justice system. This program is uniquely based in a foundational philosophy of therapeutic jurisprudence. Students completing this program are not eligible for state licensure as Marriage and Family therapists (MFT license).

Prerequisite requirement

Applicants to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (39 units)

CPSY 200	Foundations of Counseling: Process and Skills
CPSY 206	Forensic Psychology and the Law
CPSY 207	Psychology of Criminal Behavior
CPSY 208	Substance Abuse Assessment & Treatment
CPSY 209A	Assessment, Diagnosis, & Treatment of the Victim
CPSY 209B	Assessment, Diagnosis, & Treatment of the Offender
CPSY 211	Forensics: Psychometrics and Assessment
CPSY 212	Forensic Psychology Professional Practice Seminar
CPSY 226	Advanced Issues in Correctional and Community Counseling
CPSY 230	Human Diversity in Counseling
CPSY 245D	Domestic Violence Assessment and Treatment
CPSY 286	Supervised Practicum and Case Seminar (2 semesters)
CPSY 298	Integrating Seminar

DUAL MA IN COUNSELING PSYCHOLOGY AND FORENSIC PSYCHOLOGY

This double Master's program leading to two separate graduate degrees would afford students a strong background in Forensic Psychology while ensuring them a quality counseling program leading to state licensure for MFT and LPCC

Prerequisite requirement

Applicants to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (84 units)

CPSY 200	Foundations of Counseling: Process and Skills
CPSY 201	Foundations of Psychological Research
CPSY 202	Clinical Neuroscience
CPSY 205	Psychopathology
CPSY 206	Forensic Psychology and the Law
CPSY 207	Psychology of Criminal Behavior
CPSY 208	Substance Abuse Assessment & Treatment
CPSY 209A	Assessment, Diagnosis, & Treatment of the Victim
CPSY 209B	Assessment, Diagnosis, & Treatment of the Offender
CPSY 210	Counseling Theories
CPSY 211	Forensics: Psychometrics and Assessment
CPSY 212	Forensic Psychology Professional Practice Seminar
CPSY 215	The Law and Professional Ethics
CPSY 220	Human Development Across the Lifespan
CPSY 226	Advanced Issues in Correctional and Community Counseling
CPSY 230	Human Diversity in Counseling
CPSY 235	Advanced Human Diversity Issues in Counseling
CPSY 250	Marriage and Family Counseling
CPSY 260	Treatment of Children and Adolescents
CPSY 265	Group Psychotherapy
CPSY 271	Trauma, Loss and Grief
CPSY 275	Psychological Development and Spiritual Growth
CPSY 280	Psychological Assessment
CPSY 285	Introduction to Supervised Practicum and Case Seminar
CPSY 291	Community Mental Health A
CPSY 292	Community Mental Health B
CPSY 293	Community Mental Health C
CPSY 298	Integrating Seminar
CPSY 290	Supervised Practicum and Case Seminar (3 semesters)

CERTIFICATE IN TRAUMATOLOGY AND TREATMENT

Prerequisite requirement

Applicants to any counseling psychology program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

This post-baccalaureate certificate program will challenge the learner to consider, integrate, and apply theoretical perspectives and evidence based practices to the field of trauma diagnosis, assessment and treatment. Students will gain ethically grounded, therapeutic, and spiritually centered insights as applicable to the treatment of trauma related syndromes and disorders including co-occurring disorders resulting from events such as disasters, war, chronic adversity, crime, relational violence and abuse.

Required Courses (18 units)

CPSY 470	Trauma: Types and Transformation.
CPSY 471	Trauma, Loss and Grief.
CPSY 472	Trauma: Assessment, Diagnosis and Treatment
CPSY 473	Traumatology and Demographics.
CPSY 474	Neurobiology of Trauma: Risk, Resiliency and Positive Psychology.
CPSY 475	Psychological Development and Spiritual Growth.

CERTIFICATE IN FORENSIC PSYCHOLOGY

For graduate level students who are completing or who have completed an MA, Psy.D. or Ph.D. in Counseling Psychology or related fields or who are otherwise interested, a Certificate in Forensic Psychology can be acquired by taking the following courses:

Prerequisite requirement

Applicants to any counseling psychology program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Required Courses (24 units)

CPSY 406	Forensic Psychology and the Law
CPSY 407	Psychology of Criminal Behavior
CPSY 408	Substance Abuse Assessment & Treatment
CPSY 409A	Assessment, Diagnosis, & Treatment of the Victim
CPSY 409B	Assessment, Diagnosis, & Treatment of the Offender
CPSY 411	Forensics: Psychometrics and Assessment
CPSY 412	Forensic Psychology Professional Practice Seminar
CPSY 426	Advanced Issues in Correctional and Community Counseling

CERTIFICATE IN PASTORAL COUNSELING

This post-baccalaureate certificate program will challenge the learner to consider, integrate, and apply the most critical aspects of counseling in a theological context. Students will attain theoretical and practical knowledge of ethically grounded, therapeutic, and spiritual counseling practices.

Prerequisite requirement

Applicants to any counseling psychology program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Required Courses (24 units)

CPSY 400	Foundations of Counseling: Process and Skills
CPSY 405	Psychopathology
CPSY 410	Counseling Theories
CPSY 430	Human Diversity in Counseling
CPSY 445D	Domestic Violence
CPSY 471	Trauma, Loss and Grief
CPSY 475	Psychological Development and Spiritual Growth
CPSY 485	Introduction to Practicum
CPSY 490	Supervised Practicum and Case Seminar

Suitability for Practice Disqualification

The faculty of the Counseling Psychology Programs of Holy Names University is committed to students' development of ethical practice and their awareness of clinical competence and personal limitations. At any time during the student's progress through the program, should a grave concern regarding the student's suitability for the profession occur, in accordance with the CAMFT Code of Ethics*, and based on the student's behavior, a committee of five graduate program faculty shall convene to review the student's conduct and performance. The committee shall interview the student and person(s) who raised the concern and consult with university administration. After careful evaluation, the committee will determine a course of action, which could include possible immediate program disqualification or substantive remediation that can involve course repetition or personal psychotherapy with the release of information between program director and psychotherapist. Should a student wish to appeal the review committee's decision, the same procedures would be followed as that for appealing an academic decision as described in this catalog.

*California Association of Marriage and Family Therapists (CAMFT) Code of Ethics (<http://www.camft.org/Content/NavigationMenu/AboutCAMFT/CodeofEthics/default.htm>)

In an effort to better serve our graduates who wish to matriculate to doctoral studies, Holy Names University has collaborated with Fielding Institute to provide an articulation agreement that makes transferable up to 20 designated units of HNU master's level work in application to their non-clinical Ph.D. program in Media Psychology. Fielding Institute is APA and WSCUC accredited and is designed for the working adult.

Individual Therapy

In order to insure ethical, high quality training and clinical competence for, all Counseling Psychology programs require 24 hours (6 months of weekly sessions) of individual psychotherapy with a licensed clinician (e.g., MFT, LCSW, Ph.D., Psy.D., or Board certified Psychiatrist) for all students in the program. This must be completed prior to beginning CPSY 285. These hours are counted triple by the BBS towards licensure.

The Counseling Psychology Department MFT-related courses are subject to revision as required by the Board.

Integrating Seminar/Orals

As the final course determining graduation, all master's level counseling psychology and dual master's students take the Integrating Seminar (CPSY 298) and write a comprehensive examination that includes describing their approach to counseling, demonstrating their theoretical orientations and counseling skills via a case presentation, and reviewing pertinent literature (see course description). This course must be taken after completion of the second semester of CPSY 290 or 286. Exceptions to this requirement are at the discretion of the program director.

Students in the MA Counseling Psychology, and Dual MA

programs defend their papers to an Oral Examining Board, consisting of the director and one faculty member who will evaluate students' competence to counsel.

Counseling Courses

200/400. Foundations of Counseling: Process and Skills (3).

Course includes foundational counseling skills including appropriate use of self; empathy, reflective practice, attending and confronting; introduction to assessment, diagnosis, and treatment planning, with emphasis on AOD and co-occurring disorders; the role of case management including collaboration with community resources, referrals and advocacy; emphasis on recovery oriented care and methods of service delivery; awareness of the impact of diversity; crisis management; legal and ethical considerations. A didactic experiential approach will be utilized.

201. Foundations of Psychological Research (3).

This course provides a foundation for analysis, evaluation, and use of mental health research in evidence-based, MFT practice. Contemporary journal articles are examined for social science research methods and concepts as applied to: co-occurring disorders, AOD, psychopharmacology; recovery-oriented care, collaborative treatment; issues of diversity, community-based needs assessment, treating and tracking vulnerable populations: children, elders, victims of violence, and severely mentally ill.

202. Clinical Neuroscience (1). This course covers the basics of neurological functioning, development, and psychopharmacology. Topics will include: neurological bases of co-occurring disorders and dependency on drug/alcohol; neurological testing, assessment and diagnosis of mental disorders including severely mentally ill.

205/405. Psychopathology (3). Students will be introduced to assessment, diagnosis and treatment of the major mental disorders, including severe mental illness, co-occurring disorders, AOD, and consequences of disaster and trauma; recovery-oriented care approaches to treatment of psychopathology; psychopharmacology; how issues of diversity, socioeconomic position, human sexuality and stress affect mental health. This course will include meeting with consumers of mental health services.

206/406. Forensic Psychology and the Law (3). A course designed to introduce research literature in psychology and law, including psychological assessment and the law, forensic neuro-psychology, criminal responsibility, civil commitment, jury selection, jury decision-making processes, eyewitness testimony, methods of interrogation, deception, forensic hypnosis, polygraph, and family law.

207/407. Psychology of Criminal Behavior (3). This course is designed to introduce the student to juvenile delinquency, adult crime including criminal homicide, sexual offenses, the mentally disordered offender, human aggression, economic and public order crime. The course will focus on correctional psychology including research, strategies, and methods of prevention, intervention, and treatment.

208/408. Substance Abuse Assessment and Treatment (3).

This course educates students regarding the effects of abuse and/or dependence of psychoactive substances on mental health and well-being, with a particular focus on co-occurring disorders, forensic/legal issues, and larger cultural and socioeconomic diversity issues. This course will introduce the student to current theories of abuse and dependence, methods and protocols for detoxification, relapse prevention, drug abuse prevention, and current best practices for treatment. This course will include meeting with consumers of mental health services.

209A/409A. Assessment, Diagnosis and Treatment of the Victim (3). This course explores the relevant theoretical and clinical constructs, and psychological effects of physical, sexual, institutional, and environmental victimization. The student will gain familiarity with special concerns that relate to the diagnosis, assessment, and treatment of victims, with a particular emphasis on special populations (e.g. victims of sexual assault, victims of domestic violence, hate crime victims, etc.). The student will also become educated as to the manner (including affective considerations) and method in which the victim of a crime interfaces with the numerous direct and tangential participants in the legal systems.

209B/409B. Assessment, Diagnosis and Treatment of the Offender (3). An overview of special topics relevant to the assessment, diagnosis, and treatment of the offender. The student will gain a working knowledge and understanding of the assessment of competency and responsibility in criminal court proceedings (e.g. competency to stand trial, competency to be punished in capital cases, etc.). Additionally, the student will become familiar with theories, interventions, best practices, and risk assessment in the treatment of the offender; with a particular emphasis on the jail, prison, and community correctional settings. Special classes of offenders (e.g. rapists, pedophiles, drug addicts, etc.) and respective emerging treatment trends (and the efficacy thereof) will be analyzed.

210/410. Counseling Theories (3). This course provides a comprehensive survey of the major counseling and psychotherapy approaches incorporating evidence-based theories; with specific attention to co-occurring disorders and AOD; diversity and therapy; and personal therapist qualities that affect counseling. Special emphasis will include couples and families.

211/411. Forensics: Psychometrics and Assessment (3). This course is designed to familiarize students with utilization of psychological measurement theory and techniques of appraisal methods. Course objectives include how to understand and evaluate the reliability, validity, and other pertinent psychometric properties of forensic psychological assessment methods, how to analyze job elements, job knowledge, and how to develop and validate employee selection procedures.

212/412. Forensic Psychology Professional Practice Seminar (3). This course is designed to introduce the student to the manner and method in which forensic psychologists interface with the diverse agencies and participants in the domains of

criminal and civil law. Special topics include: consultation with attorneys, rendering testimony in civil and criminal courts, civil liability for specialty practitioners of forensic psychology (e.g. child custody evaluators), consulting and working with correctional facilities and personnel, etc.

215. The Law and Professional Ethics (3). Topics include, but are not limited to: scope of practice, therapist ethics, legal/ethical issues for the relational, systemic and collaborative MFT approaches as they apply to children, severely mentally ill, elderly, various forms of families and recovery oriented care, abuse and reporting; professional therapeutic boundaries with a focus on advocacy/confidentiality and inter-agency collaboration. Course will meet with consumers of mental health services.

220. Human Development Across the Lifespan (3). A review of the understanding of essential psycho/social dynamics of general human development over the lifespan, this course includes biological, cognitive, affective, interpersonal, moral, spiritual, and personality aspects. Topics will include: a focus on child / elder abuse, domestic violence; how issues of diversity, socioeconomic position, poverty and stress affect human development and well-being; the development of human sexuality.

226/426. Advanced Issues in Correctional and Community Counseling (3). This course is designed to elevate students ability to conduct professional counseling duties within the framework of institutional (i.e. prison) and community systems. Focus will be on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/security/organizational staff, assessing and negotiating issues of diversity, rank, and standing in correctional/organizational cultures, and understanding professional constraints as a function of political concerns within and between organizations.

230/430. Human Diversity in Counseling (2). This course explores various cultural and other diversity contexts and their implications for counseling psychology. A broad spectrum of diversity issues will be covered. Emphasis will be on MFT principles and personal therapist qualities that affect the counseling process.

235. Advanced Human Diversity Issues in Counseling (2). This course focuses on the application and internalization of multicultural principles as learned in CPSY 230. Topics will include: emotional reactions in multicultural scenarios, spiritual and religious diversity, activism and organizational multicultural competence, classism, an ecological approach to assessment and treatment. Emphasis will be on MFT principles and personal therapist qualities, with a focus on collaborative treatment approaches and advocacy for the severely mentally ill. This course will include meeting with consumers of mental health services.

240A. Alcoholism and Chemical Dependency (1). An overview of biological, psychological, and sociological factors connected with alcohol and drug abuse. Warning signs, diagnoses, and treatment models are discussed.

240B. Child Abuse Assessment and Treatment (1). This course provides training in assessing, reporting, and treating child abuse, including neglect and incest.

240C. DSM (1). Teaches the use of the Diagnostic and Statistical Manual as a system for identifying and classifying psychopathology.

245A. Human Sexuality and Counseling (1). This course is an overview of human sexual response, sexual dysfunction and appropriate counseling techniques and theories. The course will utilize readings, student papers and journals. Simulated counseling techniques will be provided.

245B. Psychopharmacology (2). This course is designed for the non-medical psychotherapist. It will introduce the major categories of medication used in treating psychological disorders.

245C. HIV/AIDS Assessment and Treatment (1). This course examines the clinical, social, and ethical issues in counseling persons with HIV-related problems.

245D/445D. Domestic Violence Assessment and Treatment (1). This course includes spousal or partner abuse assessment, detection and intervention strategies including knowledge of community resources, cultural factors and same gender abuse dynamics. It explores various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns. The course will include assessment, detection and intervention strategies including cultural factors, same gender abuse dynamics and community resources.

250. Marriage and Family Counseling (3). Course examines assessment, diagnosis, and treatment planning for couples and families with focus on transformed definitions of “home” and “family”. Course reviews law/ethics relating to couples and families, relational and systemic therapies and use of evidence-based practices. Attention to risk, stress and resiliency as relates to diversity: socioeconomic, AOD, severe mental illness, sexuality and co-occurring disorders. Emphasis is on collaborative approaches to treatment of families, recovery-oriented care and community resources. Course meets with mental health consumer families.

260. Treatment of Children and Adolescents (3). This course surveys the diagnosis, assessment and treatment methods for mental illnesses commonly presented by children and adolescents. Topics will include: psychosocial development issues; child abuse, domestic violence and effects of trauma; AOD and co-occurring disorders; MFT principles—relational and systemic theories and; psychopharmacology; issues of diversity, human sexuality, socioeconomic position and stress; therapist qualities that affect counseling; evidence-based practices and collaborative approaches to treatment including community resources; and law/ethics as it pertains to children and adolescents.

265. Group Psychotherapy (3, 2). This course surveys various theoretical approaches within multiple clinical populations.

Topics include: MFT principles of relational and systemic approaches; recovery-oriented care; the impact of diversity, socioeconomic position and stress on the group process, including theoretical discussion and practical application. Course will include meetings with consumers of group, psychotherapeutic, mental health services.

270/470. Trauma: Types and Transformation (3). Course examines various types of trauma including physical, emotional, sexual, endurance (a childhood, prolonged sense of feeling unsafe in one’s world) and their complex and traumatic interconnections with experiences of torture, war and other violent acts. Course will explore the difference between internal and external states of safety, develop a better understanding of how trauma affects body systems and provide transformational approaches grounded in mindfulness and other body-mind psychotherapeutic principles and techniques for treatment of core trauma.

271/471. Trauma, Loss and Grief (3). This course is an exploration of grief, loss and trauma, and how they relate to issues of diversity including, but not limited to, socioeconomic, human sexuality, domestic violence, child abuse, severe mental disorders and AOD*. Focus will include assessment, diagnosis and treatment planning including recovery oriented care, community resources/advocacy; personal qualities of the therapist and general MFT principles of relational, systemic and collaborative approaches; an overview of psychopharmacological considerations as they may relate to grief, loss and trauma.

272/472. Trauma: Assessment, Diagnosis and Treatment (3). This course provides students with a comprehensive and integrated approach to assessment, diagnosis, and treatment of trauma. The bio-physiological, psycho-emotional, spiritual, and cultural effects of trauma will be addressed. Exploration of familial and societal healing are covered, as unresolved trauma can lead to patterns of generational abuse affecting families, cultures and societies.

273/473. Traumatology and Demographics (3). This course addresses changing perspectives of trauma as it occurs in communities, regions, and populations resulting from war, disaster, community violence, epidemic illness, hate crimes, political uprisings, religious conflicts and other sources. The course will also focus on trauma and human diversity (age, gender, orientation, etc.). The role of spiritual practice as a source for emotional healing will be explored, both at the individual and community level. Course will examine the approaches of both contemporary psychology’s secular humanism and current trends in spiritually-based emotional healing practices as applied to types of trauma in various groups.

274/474. Neurobiology of Trauma: Risk, Resiliency and Positive Psychology (3). This course explores the neurobiology of trauma and its resonance with the theory and practice of positive psychology, including spirituality and the constructs of emotional wellbeing/happiness. Course will emphasize exploration of diverse spiritual resources for their contributions to healing: developing personal strength and courage, coping with

negative emotions, exploring gratitude and forgiveness.

275/475. Psychological Development and Spiritual Growth

(3). Course explores the current findings in psychology and theology as pertain to counseling from a psychological and spiritual development perspective. Focus on spiritual and developmental aspects as they relate to factors of risk, resiliency and human diversity including examination of healthy developmental processes interrupted by severe trauma, neglect, and addictive processes. Using theoretical constructs of lived spirituality and developmental psychology, course will examine issues of adulthood including ongoing perceptions and coping with the construction of meaning, values and relationships in everyday life. Course focuses on the counseling impact of developmental and spiritual positions of therapist and client.

280. Psychological Assessment (2). This course introduces current assessment and treatment measures used in counseling psychology. Major instruments are investigated and clinical report writing/interpretation will be reviewed. Attention is given to the intersection of assessment and: human diversity, socioeconomic differences, neurology, cognition and severe mental illness, alcohol/drug dependency, personality, marriage, family relationships, children and victims of violence.

285/485. Introduction to Supervised Practicum and Case Seminar (3). Internship preparation focusing on the pragmatics of psychotherapy: assessment, diagnosis, treatment planning/implementation and evaluation. Emphasis is on basic MFT principles of relational/systemic/collaborative/recovery-oriented approaches using evidence-based practices. Course will stress case management/client advocacy and use of community resources. Focus on therapist/client relationship and client diversity issues including family variations, socioeconomic, human sexuality, severe mental illness, co-occurring disorders including AOD, issues of child/ elder abuse/ domestic violence and disaster /trauma. Law and ethics will be reviewed. This course includes the Application for Readiness to Practice.

286. Supervised Practicum and Case Seminar (3). For Forensic Psychology students. Small group supervision based on the students' field placement experience. Students will critically review cases, including assessment, diagnosis, and treatment planning, with peer review and input. Topics addressed will be therapist qualities, MFT principles, evidence based practices, human diversity, stress, severe mental disorders, community resources and advocacy, disaster/trauma, interagency collaboration, and case management. Prerequisites: CPSY 200, 206, 209A, and 209B.

290/490. Supervised Practicum and Case Seminar (3). For Counseling Psychology students. Small group supervision based upon the students' field placement experience. Students will critically review cases, including assessment, diagnosis, and treatment planning, with peer review and input. Topics addressed will be therapist qualities, MFT principles, evidence based practices, human diversity, stress, severe mental disorders, community resources and advocacy, disaster/trauma, interagen-

cy collaboration, case management. Prerequisites: CPSY 200, 205, 208, 210, 215 and 285.

291. Community Mental Health A (2). This course will cover the history of CMH from mid 18th century to present. Topics include: institutionalization, deinstitutionalization, theories of prevention and intervention, social supports, vicarious traumatization, caring for the caregiver, therapist qualities and training in working in agencies as well as inter-agency collaboration and communication. Agency documentation requirements will be reviewed and clinical writing will be emphasized.

292. Community Mental Health B (2). This course includes concepts of wellness, recovery, prevention and early intervention and emphasizes collaboration and strengths of individuals, families and communities. As many therapists encounter severe disorders in CMH settings, this course addresses AOD and co-occurring disorders; cultural competency; case management; advocacy; evidence-based practices; consumer rights; and communities that have been disproportionately impacted by poverty, stigma, discrimination, and a lack of access to services.

293. Community Mental Health C (2). This course will focus on consultation to collaborating with CMH organizations including relationship building, interagency communication and team building; design and implementation of program evaluation in Community Mental Health (CMH); Federal, State, County and City organizations will be explored for their relationships and interconnections. Students will research Alameda county mental health organizations, cross-check their lists with other course members, design, develop and publish a current, annotated referral base.

295/495. Supervised Practicum and Case Seminar (2). Small group supervision based upon the student's field placement experience. Students will critically review cases, including assessment, diagnosis, treatment planning, with peer review and input. Topics addressed will be therapist qualities, MFT principles, evidenced based practices, human diversity, stress, severe mental disorders, community resources and advocacy, disaster/trauma, interagency collaboration, case management. Prerequisites: (CPSY 290 X3)

297. Special Topics: Career Development Theories and Techniques (3). This course meets the LPCC requirement for Career Development Counseling and includes career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of human diversity in career development. This course will be offered online only.

298. Integrating Seminar (3). A capstone course to assist students to review, synthesize and integrate the knowledge gained from courses, practica and field placements through extensive writing and oral examination. Prerequisite: completion of 6 units of CPSY 290 or permission of the instructor.

THE SOPHIA CENTER: CULTURE AND SPIRITUALITY

The Sophia Center offers a Master of Arts in Culture and Spirituality, a nine-month certificate, and a one-semester sabbatical. The program seeks to integrate the inward journey of personal transformation and the outward journey of social change, ecology and justice. Through a synthesis of the intellect and arts, the program draws on religious perspective from world traditions, science, women and indigenous people. The program prepares participants to be ecologically sensitive, socially just and spiritually fulfilled.

The Sophia Center creates an international learning community that undertakes with integrity and depth the redeeming work of our time and the historical mission to which all humanity is called. This “Great Work” of our generation is focused on transforming our cultural paradigm to protect humanity and the planet from destruction while encouraging a new era of well-being for all.

Sophia Center students engage in this transforming process: they engage in an approach rooted in courage, strength, and compassion. They join highly respected faculty of scholars, social and environmental justice leaders, and spiritual practitioners to energize ideas and illuminate the complexities of modern spirituality and the culture. The center draws on sources as diverse as the medieval mysticism of Hildegard of Bingen, the contemporary prophecies of Teilhard de Chardin, the ultimate mystery of the universe observed through science, the cosmological vision of Thomas Berry, the insights of indigenous cultures, the work of eco-feminists, and the spiritual practices of world religions. The Sophia Center offers students of the world a meaningful immersion into the contemporary convergent forces of religion, art, justice, and science.

At the Sophia Center, students understand the curriculum of the universe story, the great work and creation spirituality through core courses and seminars, experience it through creative processes and forums, and express it through internships and projects, as they fashion a dynamic integration of the new creation story, the story of geo-justice (personal, social, and ecological), and engaged cosmology.

The Sophia Center has established shared educational arrangements with other institutions: the Graduate Theological Union (GTU) in Berkeley and the Genesis Farm Learning Center in New Jersey. In addition to full-time students, the Sophia Center welcomes auditors and part-time students.

The Sophia Center Vision

The “spiritual instinct” impacts all aspects of the human experience. We approach the program based on our observation that our world view is shaped and formed by the following:

- Universe that began 13 billion years ago.
- Everything is connected (communion), nothing is the same (differentiation), and there is a life principle or soul in all manifestations of creation (interiority)

The Formats

The Sophia Center’s course of study is designed to meet the needs and schedules of people from many life situations. Students can attain a fully accredited Master of Arts in Culture and Spirituality or choose the Certificate in Culture and Spirituality as a framework for study. Other options include: a four-month sabbatical program offered in the spring and fall; attendance at the weekend program; or participation in the summer institute. The Sophia Center staff will work with all students to personalize their course of study.

MASTER OF ARTS IN CULTURE AND SPIRITUALITY (9-Month Program Format)

The program focuses on the student as a participant in the transformation of self, society, culture, and ecology including the work of restructuring and restoration. They explore earth literacy, dreams, the transformation of desire, story, geo-justice, and mystical and engaged cosmology. Through a culture of belonging, liberation, and action they prepare to contribute to the “Great Work”—humanity’s historical mission and the emergence of a planetary spirituality that balances mysticism and political love. They express their spirituality through poetry, prayer, music and spiritual practice.

The classes are designed to evoke an integral and inclusive human presence that is open to the divine and aware of the ultimate mystery of life available through empirical observation, story, shared dream experience, and engaged cosmology.

For each student, the curriculum is organized around one of three areas of interest: earth, art, or spirit. The student chooses one as an area of emphasis, and each semester selects courses outside the core course that emphasize that focus. She/he chooses an area of concentration. This choice contributes to their right livelihood upon graduation. The nine-month master’s program requires 31 units of work and may be completed in two semesters of full-time study: on-campus housing is available.

MASTER OF ARTS IN CULTURE AND SPIRITUALITY (2 Year Weekend Program format)

The Sophia Center weekend program allows working adults to attain their master’s degree, or a certificate in Culture and Spirituality, in two years. Structured around modules of four intensive weekends per semester, as well as the Summer Institute, the weekend program utilizes seminars, focused dialogues with visiting faculty, creative process classes, peer-group reflection, and written and creative responses to explore and integrate the Sophia curriculum. Weekend program students have a unique opportunity to experience and reflect upon the lessons of the curriculum in the context of their daily working lives. Off campus housing is available for participants who commute from outside the Bay Area.

CERTIFICATE IN CULTURE AND SPIRITUALITY

Certificate students participate in the same courses as master’s candidates (both in nine-month residential and two-year week-

end program format); they do not create a final project nor write a major course paper. They receive a credit/no credit in all classes. The certificate requires 27 units of coursework.

SABBATICAL PROGRAMS

One-term sabbaticals are offered both fall and spring. Students take 13 units of coursework and participate in all elements of the program. Students receive a credit/no credit grade in all courses and do not write a major course paper. A sabbatical certificate is granted upon completion.

SUMMER INSTITUTE

The Summer Institute, occasionally offered on the Holy Names University campus, allows participants to experience the Sophia Center program during a shorter time period. It includes plenary presentations, interactive dialogues, creative process classes, and group rituals, as well as time for integration and reflection.

Prerequisites

Candidates for the master's degree must have a bachelor's degree from an accredited institution. In addition, students must complete the Holy Names University Graduate Application and submit two letters of recommendation and transcripts of all degree work to the Sophia Center Admissions Coordinator. A bachelor's degree may be waived for Certificate and Sabbatical candidates with permission of the Program Director; in this case, high school transcripts are required.

Course Requirements

The Semester Master's degree requires a minimum of 31 units which will include:

Fall Core Course (4)	SPIR 200
Spring Core Course (4)	SPIR 201
Weekend Component (1 or 2)	SPIR 204
<i>or</i>	
Cosmology: An Interdisciplinary Approach (1-2)	SPIR 206
Fall and Spring Public Forum (1,1)	SPIR 211 A&B
Sophia Wisdom Circle (2)	SPIR 212
Sophia Praxis (2 or 3)	SPIR 213
2 Seminars (total of 6 units)	SPIR 221-237
Creative Process (total of 7 units)	SPIR 243 to 272 and SPIR 297

MA Project/Integrative Seminar (3) Selected in consultation with advisor.

The Weekend Master's requires a minimum of 31 units.

2 Fall Modules (5,5)	SPIR 291 series (A-E)
2 Spring Modules (6,6)	SPIR 291 series (A-E)
1 Summer Intensive (3)	SPIR 291 series (A-E)
1 Sophia Praxis (2 or 3)	SPIR 213
1 MA Project/Integrative Seminar (3)	Selected in consultation with advisor

Spirituality Courses

The selection of particular courses that will be offered each term is determined by the faculty and published in the Schedule of Classes. Not all Spirituality courses listed in the Catalog will be offered during each academic year. New courses may be added depending upon student needs and faculty resources. Creative Process courses are graded Credit/No Credit.

200/400. Core Course: Spirituality of Earth, Art and Spirit (3-4). This class is designed to evoke an integral and inclusive human presence that is open to the divine and aware of the ultimate mystery of life available through empirical observation within the context of cultural epochs from the perspective of the universe story, creation spirituality and the great work of our time.

201/401. Core Course: Geo-Wisdom – Cosmology and the Human Spirit (3-4). This course focuses on the student as a participant in the transformation of self, society and culture through the work of restructuring and restoration. Participants explore earth literacy, dreams, story, geo-justice and mystical and engaged cosmology. Through an experience of belonging, liberation and action they prepare to contribute to the “Great Work” — humanity’s historical mission that balances mysticism and political love. They express their spirituality through poetry, prayer and spiritual practice.

204/404. Weekend Component (1-2). Semester students will attend the Friday evening and Saturday morning presentations by visiting faculty, and also the Saturday afternoon dialogue sessions during the monthly Weekend Program modules. Required of all students.

206/406. Cosmology: An Interdisciplinary Approach (1-2). This course will present a unique understanding of the universe story as viewed through the integrated lens of four distinct phases and disciplines: 1) galactic phase through physical science; 2) planetary phase through geology; 3) life phase through biology and 4) human phase through cultural history and anthropology. Through a dynamic integration of lectures, assigned readings, reflective writing and group discussions, participants will share their lived experience through both written and aesthetic responses.

211A, B/411 A, B. Public Forum (1,1 Credit/No Credit). A distinguished roster of contemporary spiritual leaders—including artists and poets, prophets and mystics, theologians, scientists, intellectuals, and social leaders—interact with Sophia students in colloquies that extend our engagement with diverse perspectives on the new cosmology. Required of all students. (211A offered in fall; 211B offered in spring).

212/412. Sophia Wisdom Circle (2). This course incorporates modes of community-building that provide an opportunity to integrate personal experience with the themes generated from the Sophia curriculum. Required of all first semester students.

213/413. Sophia Praxis (2-3). Recalling past experience and reflecting on current engagements, students will participate

in a process designed to create a dynamic integration between one's participation in the Great Work and the focus of the Sophia Center curriculum. This process includes the experience of working with single displaced people (urban plunge) and encounter with the natural world (eco-plunge). Required of all second semester students

223/423. Mystics and the New Story (3). The persistence and universality of mysticism raises crucial questions: Are we all, by our very nature, mystics-in-the-making? Visionaries under heavy cover? Out of the great "flaring-forths" of spiritual come riveting stories of men and women whose lives seem to challenge everything we thought we knew about evolution.

225/425. Visions of the Future (3). In this class we will work together to develop a vision of the new integral ecozoic/theozoic civilization that is emerging at this time on our planet. This new civilization will require its own philosophy, its own aesthetics, its own ethics, and its own new approach to technological and political enterprises. We will explore what this new civilization might look like, and what we can do now to bring that civilization into full expression on Earth.

227/427. Mystics in the Modern World (3). Religious cultures were the natural habitat of mystics like the Compassionate Buddha and Teresa of Avila. What does the life of a mystic look like when it unfolds, instead in a world that is wildly heterodox, materialistic, obsessed with science and technology. And what happens to that world when it does?

228/428. Soulwork for the New Millennium (3). This class is designed to confront contemporary pathos and ecological bereavement while aligning personal stories with the story of the universe in nurturing a synthesis of wisdom courses and the work of engaged cosmology and geo-justice.

237/437. New Cosmologies and Spiritual Practice (3). Humanity, throughout history, has lived in awe of the Great Mystery. This awe has manifested in many different manners of worship which have been the expression of humanity's spiritual life and of its eternal search for an ultimate meaning. During the last century, and continuing today – through the early years of the 21st century – we are being faced with new cosmological outlooks derived from revolutionary scientific discoveries as well as from any new insights originated with other human disciplines. The objective of this course will be to explore how these new visions of reality will affect the manner in which we worship, to explore how the awe derived from the Mystery illuminated by this new light, will affect our spiritual practice.

243/443. Painting as Spontaneous Expression (1-2, Credit/No Credit). In this class we will use painting as a tool for self-discovery and spiritual exploration. The "Point Zero Method" is a radical way of dissolving creative blocks. Painting for the joy of doing rather than for the product is to explore the act of creating in a deeply intimate way.

254/454. Tai Chi (1-2, Credit/No Credit). A Chinese exercise system that emphasizes deep breathing, centering energy slow, and

balanced posture, to enhance balance, coordination, and awareness.

256A/456A. A Conversation Between Writing and Art (1, Credit/No Credit). In this class we will engage in an intimate conversation between art and writing, using art and visual images to shape and inspire our writing, and vice versa. We will find and explore the edge between our experience of art and the everyday world, developing characters and conversations that are both real and imaginable. The focus of this course will be personal growth and transformative learning. Artists, writers, and creatives at all levels of experience are welcome.

258/458. The Healing Ecstasy of Sound: Music as Spiritual Practice (1, Credit/No Credit). Vibration is at the core of all that exists in the universe. Many cultures have long believed that the world itself was created through sound, and some believe that illness is a musical problem, a result of a lack of harmony in the system. Our time together will include sessions of toning, chanting, harmony and rhythm, improvisational sounding, meditation and silence, in a safe, humorous and sacred environment. No musical experience is necessary.

261A/461A. Spiritual Companionship (1, Credit/No Credit). When we are attentive to our deepest self, we are open to the universe. Every dimension of life helps us in this quest. We will look at ways to be attentive to the Divine Mystery at the heart of all creation, as well as ways to support and walk with others along this journey.

261B/461B. Thomas Merton and the Call of the True Self (1, Credit/No Credit). Merton's life and work serve as a guide to help us understand ourselves and our relationship with the sacred, others, and the world of nature. (Three-day Intensive)

265/465. Archetypal Mythology in Dreamwork (1-2, Credit/No Credit). In this course, we will discuss major archetypal motifs from our own and other culture mythologies. Exploring through dreamwork is a creative and alchemical experience which can be powerfully transformative and healing.

266/466. The Gift of Presence (1, Credit/No Credit). Presence is a deep experience of the Self that can be described in various ways: grounding in one's body, being self-aware, absorbed in self-meditation, living from the heart, communion with others, and abiding with God. We will explore the experience of presence in all these ways. We will also consider the ways in which the various spiritual traditions envision and cultivate the experiences of presence.

268/468. Story-Lines, Mother-Lines, Mystic and Movies (1, Credit/No Credit). Certain kinds of life stories are, for many of us, irresistible. Catch even a glimpse of yourself in a Saint Teresa or a John Muir and you reawaken to the continuum that joins us all to one another. And because artists are prophets, we'll be look at a place where this emerging awareness has already found its way into cutting edge contemporary cinema.

269/469. Honoring the Sacred Landscape: Eco-Psychology and Deep Listening to the Rivers of Night and Day (1, Credit/No Credit). Through the rivers of mediation, poetry, dreams

and deep listening to the landscape(s), both real and imaginary, participants will journey between the worlds. Students will engage in the possibilities of re-imagining our personal and collective experience of and with the natural world.

270/470. Experiencing Buddhist Thought and Culture (1, Credit/No Credit). We will explore Buddhism through and culture through lectures, visits to the Asian Art Museum, Buddhist temples and art exhibits. This experiential immersion will introduce the student to a vision of reality that illuminates the Buddhist approaches to life, death, aging and spirituality, its rituals and creative expressions.

271/471. Permaculture in Action: Design Principles for Healthy Life and Living (1, Credit/No Credit). This course will provide an overview of the principles and practices of permaculture design. We will explore how to design human settlements that have the stability and fertility of natural ecosystem. We will learn ways to give back to the earth while producing what we need. Course participants will create individual design projects.

290A,B/490A,B. Core Course (3,3). For non-matriculated students only. See 200 and 201 for course description (290A offered in fall; 290B offered in spring).

291/491. Weekend Modules (3-6). The Weekend Program consists of four weekend sessions in both the Fall and Spring semesters. The focus rotates around the following themes: A. Fourfold Wisdom; B. Spirituality of Earth, Art and Spirit; D. Cosmology and the Human Spirit; E. The Great Work.

Module 291C/491C comprises the Sophia Summer Institute. This course requires full attendance and participation in the four-day Institute. Assignments will also include required reading and reflection papers. (Fall Semesters, 5 units; Spring Semesters, 6 units; Summer Session, 3 units)

292/492. Sophia Post-Institute Workshop (2). This course requires full attendance and participation in the three-day Post-Institute Workshop. Assignments will also include required reading and reflection papers.

297/497. Special Topics (1). Occasionally a special course/intensive will be offered.

298/498. Master's Project (3). Selected in consultation with advisor.

EDUCATION

Master of Education

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Multiple Subject Internship Teaching Credential

Single Subject Internship Teaching Credential

Bilingual Authorization for Multiple and Single Subjects

Bilingual Authorization for Multiple and Single Subjects
Internship

Education Specialist Internship Credential: Mild/Moderate Disabilities, Level I

**Early Completion Option for Credential Programs
Certificate in Educational Therapy**

Holy Names University has always considered the preparation of qualified and committed teachers among its highest institutional priorities. One-third of Holy Names University alumni have completed a program in the Education Department. In today's rapidly changing society, the field of education is faced with enormous challenges and responsibilities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically advanced society, and the changes created by radical shifts in societal organization.

Although these changes are present throughout our society, nowhere are the challenges experienced more strongly than in the urban schools.

The Education Department at Holy Names University is focused on preparing dedicated educators for the urban schools of Oakland, nearby cities, and throughout the nation. The Department's distinctive urban focus and the quality of its program and faculty are recognized by school districts, by peer organizations, and by the California Commission on Teacher Credentialing, which has continuously accredited the offered programs at the highest level. The current programs are fully compliant with SB2042, the most recent state regulations governing credentials.

The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a career in teaching in a private college setting. The program seeks to include teacher candidates of diverse ethnic and cultural backgrounds who reflect the community. While students range in age from their early twenties to their mid-fifties, over half are between thirty and forty. They bring with them experiences in business, administration, raising families, law, the Americorps, and a variety of educationally related occupations. In themselves, they represent a deep resource of intellectual and personal talents to be shared with their peers, their faculty, and their future students.

The faculty is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools and doctorates related to urban education. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisors, and mentors. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems.

Finally, the Department has adopted a unique format for its programs, one in which programs capitalize on the ability of candidates to think and study independently. Education courses meet during late afternoon and evening hours to accommodate the needs of the working adult. Classes meet every other week, with a demanding set of assigned tasks (including required field experiences) completed independently between class sessions.

The **Post-Baccalaureate Teacher Preparation** programs prepare students for Multiple and Single Subject Teaching Credentials, Multiple and Single Subject College Internship Credentials, and the Education Specialist: Mild/Moderate Disabilities credentials. Our credential holders have been very successful in obtaining teaching positions in local districts as well as in independent and parochial schools. All credential programs specified in this Catalog comply with the regulations and standards established by the California Commission on Teacher Credentialing (CCTC) and are subject to changes dictated by that Commission.

The **Multiple and Single Subjects programs** lead to an SB2042 preliminary credential and the preliminary credential with bilingual emphasis for those who qualify for and select this option. School districts often assume responsibility for meeting the requirements for the professional clear credential. Candidates may qualify for internship credentials while in the program.

The **Early Completion Option (ECO)** for credential programs is available for exceptionally qualified students who may waive foundation coursework by passing a state exam, The Teaching Foundation Exam. Remaining requirements, including passage of the Performance Assessment for California Teachers, must be completed.

The **Educational Specialist** credential approved as of Fall 2010 allows for placement in classrooms in classrooms with Mild/Moderate disabilities including autism. Candidates may qualify for an internship credential while in the program.

The **Bilingual Authorization in Spanish** is a K12 CTC approved program that authorizes instruction in the primary language in dual immersion, Bilingual, and Spanish for Spanish speakers programs.

The **Educational Therapy** program prepares students to become Educational Therapists, professionals who work with students of all ages who have various types of learning problems. The Educational Therapy program leads to a certificate, which may be used as part of the application for membership in the Association of Educational Therapists. Candidates may also earn a Master of Education degree with an emphasis in Educational Therapy by completing the research sequence, in addition to the professional course sequence

The **Master of Education Degree** is designed to meet the needs of students desirous of pursuing further graduate study. Credentialed teachers are prepared for advancement in the teaching profession. Others interested in educational policy studies receive a strong academic core as well as training in educational research.

General Admission Requirements for Credential, M.Ed., and Certificate Programs

1. A Bachelor's degree from a regionally accredited institution. Evidence of adequate subject matter preparation relevant to the program.
2. An overall grade point average of 2.6 in undergraduate stud-

ies, with 3.0 in the undergraduate major.

3. Proficiency in oral and written language.
4. For international students, a score of at least 600 on the TOEFL exam.
5. Basic computer literacy.
6. Completion of the University admission application requirements.
7. For Bilingual Authorization, Spanish oral language screenings or CSET-LOTE Spanish exam.

Additional Requirements for Full Admission to the M.Ed. Programs

1. An interview with at least one member of the Education Department faculty. Personal qualities and professional experiences that suggest a strong potential for professional success will be evaluated. Formal acceptance of the applicant is made by the Teacher Education Committee (TEC), which includes members from the University at large.
2. A valid Certificate of Clearance issued by the state of California. This requirement may be completed within the first semester.
3. Evidence of writing skill, or completion of an approved Professional Writing course with a grade of B or better.
4. A statement of purpose specific to the Master's degree.

Additional Requirements for Full Admission to Credential Programs

1. An interview with at least one member of the Education Department faculty. Personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness as a teacher will be evaluated. Formal acceptance of the applicant is made by the Teacher Education Committee, which includes members from the University at large.
2. The California Basic Education Skills Test (CBEST). A passing score in all areas is required prior to full-time student teaching or application for the College Internship Credential. Multiple Subject candidates may substitute the Writing section of CSET for the CBEST requirement. Candidates may take only 15 units in the credential program before passing CBEST or the Writing portion of CSET.
3. Subject Matter Competence. Completion of a CCTC-approved subject matter program or passage of CSET. (Successful passage of all components must be verified before candidates may begin full-time student teaching or internship teaching). CSET must be taken prior to or within the first semester of the program.
4. A valid Certificate of Clearance, an Emergency Teaching Permit, or a College Internship Credential. This requirement must be completed within the first semester.
5. Completion of a course in Health Education for Teachers, including valid CPR certification, or its equivalent. Completion of an upper-division course in language acquisition (LING 145/245), and six college semester units in the same

foreign language or an equivalent experience. For Multiple Subject candidates, completion of a Physical Education for Teachers course. All courses that are taken to meet CCTC requirements or prerequisites must be completed with a grade of B or higher.

- For Bilingual Emphasis and/or Bilingual Authorization, an oral screening in the language of emphasis is required. The student must also take the CSET LOTE language of emphasis exam during the first semester and must pass the exam prior to full-time intern or student teaching.

Requirements for Application for Teaching Credentials

- Completion of a CCTC-approved course in the U.S. Constitution or passage of an equivalent examination (must be satisfied before candidate may apply for an Internship credential).
- Completion of a CCTC-approved course, or passage of an equivalent assessment, that demonstrates knowledge and understanding of the use of computer-based technology in the classroom.
- Maintenance of a minimum GPA of 3.0 and grades of B- or better in all coursework; one letter grade of C or C+ may be allowed at the discretion of the program advisor and with the approval of the Department Chairperson. However, a grade of A or B is required in the student teaching courses (320A, 320C, 320I, 330A, 330C, and 330I).
- Successful completion of CCTC-mandated Teaching Performance Assessments (PACT).
- Prior to applying for the initial Multiple Subject and Education Specialist Level 1 credentials, candidates must pass the Reading Instruction Competence Assessment examination (RICA).
- For Bilingual Emphasis or Bilingual Authorization, CSET LOTE language of emphasis is required prior to application for licensure. In addition, EDUC 304 and 305 are required courses for the Spanish Bilingual Emphasis or Authorization. A bilingual student teaching placement is required for the concurrent Bilingual Emphasis in the accompanying credential program of either Single Subject or Multiple Subjects.

Suitability for Practice Disqualification

The faculty of the Education Department programs of Holy Names University is committed to candidates' development of ethical practice and their awareness of practicum competence and personal limitations. At any time during the candidate's progress through the program, should a grave concern regarding the candidate's suitability for the profession occur, in accordance with the California Education Code, 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 person(s) who raised the concern and consult with university administration. After careful deliberation, the committee will determine, whether or not there is a basis for concern and, if there is a basis for concern will determine a course of action, which could include possible immediate program disqualifi-

cation or substantive remediation that can involve course or placement repetition. Should a candidate wish to appeal the review committee's decision, the same procedures would be followed as that for appealing an academic decision as described in this catalog.

MASTER OF EDUCATION DEGREE PROGRAM

The study for the Master of Education degree is designed to provide the necessary coursework and experience in human learning theory, instructional design, educational assessment, research, and advanced areas of study. Students are required to complete a minimum of 30 units of coursework. Master's candidates select either (a) a Master's of Education with an embedded teaching authorization (credential /certificate) or (b) a Master's of Education without a K-12 teaching authorization. Courses may be substituted with approval of the Master's Program Coordinator and the Chair.

Areas of concentration for the credential/certificate-embedded Master's of Education Degree may be selected from one of the following areas:

M.Ed. Urban Education: K-12 Education (Multiple Subjects/Single Subject Credential +15 units)

Master's candidates who select this concentration have chosen to focus on K-12 education. For this concentration students complete a California Teaching Credential in either Multiple Subjects or Single Subjects, and an additional 15 units.

Required Courses

M.Ed. Core Courses

EDUC 205	Literature Review (3)
EDUC 210	Introduction to Educational Research (1)
EDUC 241	Issues in Urban Education (3)
EDUC 290	Educational Research (3)
EDUC 298A	Thesis/Culminating Activity (3) <i>(prerequisite is EDUC 290 + an approved proposal)</i>

One Required Elective from the following:

EDUC 295	Research Tools (2)
EDUC 305	Latino Culture (3)
EDUC 397	Sociolinguistics
LING 245	Linguistics <i>(also counts for credential prerequisite)</i>

Optional Support Class *(does not fulfill 30 required units)*

EDUC 293	Proposal Development (3)
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M.Ed. Urban Education: Special Education (Educational Specialist Mild/Moderate credential + 15 units)

Master's candidates who select this concentration have chosen to focus in Special Education. For this concentration, students complete a California Commission on Teacher Credentialing (CTC) Teaching Credential in Special Education (e.g., Mild/Moderate), an additional 15 units, in an advanced area of study, including 6 units in a research strand, which includes the completion of a Thesis, also known as "Culminating Activity."

Required Courses

M.Ed. Core Courses

EDUC 205	Literature Review (3)
EDUC 210	Introduction to Educational Research (1)
EDUC 241	Issues in Urban Education (3)
EDUC 290	Educational Research (3)
EDUC 298A	Thesis/Culminating Activity (3) (prerequisite is EDUC 290 + an approved proposal)

One Required Elective from the following:

EDUC 295	Research Tools (2)
EDUC 305	Latino Culture (3)
EDUC 397	Sociolinguistics
LING 245	Linguistics (3) (also counts for credential prerequisite)

Optional Support Class (does not fulfill 30 required units)

EDUC 293	Proposal Development (3)
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M.Ed. Urban Education: Educational Therapy

(Educational Therapist Certificate + minimum 6 units)

Master's candidates who select this concentration have chosen a focus on Educational Therapy. For this concentration students complete the Association of Educational Therapy (AET) requirements and Holy Names University's requirements for the Certificate in Educational Therapy, plus a minimum of 6 units in a research strand which includes a Thesis, also known as "Culminating Activity".

Required (6 units)

EDUC 290	Educational Research (3) (Prerequisite)
EDUC 298A	Thesis/Culminating Activity (3) (prerequisite is EDUC 290 + an approved proposal)

M.Ed. Urban Education

(Non-credential/certificate minimum 30 units)

The Master of Education Degree in Urban Education is a Master's without an embedded K-12 teaching authorization (credential or certificate) and is intended for current and future educators who anticipate service in other than K-12 teaching environments. Such environments may include staff or faculty positions in community college and/or higher education, educational policy and positions in corporations or non-profit organizations, or professional development departments in either private or public sector agencies. This option requires a minimum of 30 units of graduate coursework without units in student or intern teaching or clinical practicum.

Required Courses

M.Ed. Core Courses (# units?)

EDUC 200	Social Foundations (3)
EDUC 201	Educational Psychology (3)
EDUC 202B	Multicultural Education (3)
EDUC 203	Theories and Methods for Second Language Acquisition (3)
EDUC 205	Literature Review (3)
EDUC 210	Introduction to Educational Research (1)
EDUC 241	Issues in Urban Education (3)

EDUC 290	Educational Research (3)
EDUC 298A	Thesis/Culminating Activity (3) (prerequisite EDUC 290 + an approved proposal)

Two Required Electives from the following:

EDUC 295	Research Tools (2)
EDUC 305	Latino Culture (3)
EDUC 397	Sociolinguistics (3)
LING 245	Linguistics (3) (also counts for credential prerequisite)

Optional Support Class (does not fulfill 30 required units)

EDUC 293	Proposal Development (3)
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Master's Oral Hearing for Proposal and Thesis

Oral hearings are required of all Master's candidates at the proposal level and upon completion of the Thesis/Culminating Activity. The first hearing is held after the thesis or project proposal has been reviewed and recommended by the candidate's Lead Thesis Advisor. The hearing gives the department an opportunity to estimate the candidate's ability to think clearly and cogently, to marshal data logically and relevantly, to evaluate the literature of the field soundly, and to present research effectively. The Lead Thesis Advisor approves the proposal. After the thesis is completed, a committee meets with the candidate for a final review of the completed research.

Educational Research and Completion of Thesis/Culminating Scholarly Activity

All students, regardless of area of focus, must take Educational Research, EDUC 290, and EDUC 298, Thesis/Culminating Scholarly Activity. These two courses should be taken in sequence to best assure uninterrupted completion of the degree. Ideally they should be taken at or near the end of the program in order to benefit from program coursework. Exceptions to the recommended sequence must be approved by the Program Coordinator and the Department Chair.

In EDUC 290, students survey different methodologies, develop a research question, and decide the methodology best suited to their research question. Proposals are approved by the EDUC 290 instructor. Students complete a masters' proposal and a proposal for the Institutional Review Board (IRB). The Department Chair or Master's Coordinator forwards the proposals to the Institutional Review Board (IRB) for final approval to begin data collection. If a student does not complete an IRB and approved proposal, s/he may not enroll in EDUC 298. In the event a student does not complete an IRB approved proposal, the student may enroll in EDUC 293 to refine and complete the proposal. The beforementioned IRB process for approval is the same for EDUC 293 students.

In EDUC 298 students enhance the literature review, collect their data, and write the thesis. Upon completion of the thesis, and with the support of the Lead Thesis Advisor, the student is responsible for convening the committee for the final hearing/defense of the thesis. A final draft of the thesis must be substantially completed 4 weeks prior to the end of the semester in order to graduate.

If a Master's candidate fails to complete the final draft of the the-

sis while enrolled in EDUC 298A, the candidate may enroll in EDUC 298B for no credit and no tuition (fees apply). The candidate may continue to work with the same Lead Thesis Advisor or may elect to sign up with another Lead Thesis Advisor, with the Advisor's approval. If the thesis is not completed by the end of EDUC 298B, the student may enroll in EDUC 298C, with associated tuition and fees, in order to remain actively enrolled in the Master's Program. EDUC 298C may be repeated under extenuating circumstances with the approval of the Department Chair or Master's coordinator, and the Lead, if necessary.

CREDENTIAL PROGRAMS

The Education Department at Holy Names University aims at the finest preparation of professional teachers whose competencies include:

1. Addressing specifically the individual needs of children and young persons in urban schools, utilizing the various theories of teaching and learning, always understanding the impact of both the affective and cognitive factors involved;
2. Creating a school and classroom climate which models a sensitive concern about, and an honest respect, for students, recognizing and appreciating the diversity of their cultures;
3. Capitalizing on current research across the disciplines to generate creative solutions to perennial problems in schools;
4. Interacting and communicating professionally with all members of the educational community: students, colleagues, administrators, parents, and members of the larger community;
5. Accepting responsibility for moral, ethical, legal, and professional behavior, ready to self-evaluate personal performance as a means to increase competence;
6. Comprehending the relationship that exists between California credentialing requirements, state curriculum and teaching standards, and the skills that are demanded of them in their pre-professional studies at Holy Names University.

The Education Department offers the following teaching credentials:

- the Multiple Subject;
- the Single Subject;
- the Multiple Subject Internship;
- the Single Subject Internship;
- the Education Specialist Credential, Mild/Moderate Disabilities, Level I;
- the Education Specialist: Mild/Moderate Disabilities Internship Credential, Level I;
- Bilingual Authorization;
- Autism Authorization

Multiple Subject (elementary) and Single Subject

Multiple and Single Subject Teaching Credential programs consist of 33-35 semester units. Fieldwork and observations in classrooms are required in every theory and curriculum course. Each credential authorizes instruction in classrooms that in-

clude students for whom English is a second language.

Students in the Multiple and Single Subject programs may be enrolled in either the regular student teaching or the college internship strands. Internship programs are for credential candidates who are employed as full-time teachers in districts that have entered into a collaborative agreement with Holy Names University. They must have successfully completed the subject matter competency requirement, the U.S. Constitution requirement, and the CBEST. The internship permits on-going supervision and coaching by University supervisors. Regular and internship strands begin with a common core of:

Educational Theory courses (9 units)

- EDUC 100/200 Social Foundations in Education (2,3)
- EDUC 101/201 Educational Psychology (2,3)
- EDUC 102A Educating Students with Special Needs (1)
- EDUC 102B/202B Multicultural Education (2,3)
- EDUC 103/203 Theories and Methods for Second Language Acquisition (2,3)

MULTIPLE SUBJECT TEACHING CREDENTIAL

In addition, the program for the Multiple Subject Teaching Credential consists of the following:

Curriculum and Instruction Courses (11 units)

- EDUC 331 Curriculum & Instruction in the Elementary Schools: Mathematics (2)
- EDUC 332 Curriculum & Instruction in the Elementary Schools: Social Studies (2)
- EDUC 333 Curriculum & Instruction in the Elementary Schools: Science (2)
- EDUC 334 Curriculum & Instruction in the Elementary Schools: Reading (3)
- EDUC 336 Curriculum & Instruction in the Elementary Schools: Writing and the Language Arts (2)

Fieldwork/Teaching Courses (14 units)

- EDUC 330A Teaching in the Elementary School (3)
- EDUC 330C Student Teaching in the Elementary School (8)
- or** EDUC 330I Internship Teaching in the Elementary School (6,7,8)
- EDUC 330B Internship Teaching in the Elementary School (for first year interns) (1)
- EDUC 328 PACT 1, Introduction to the Performance Assessment for California Teachers (1)
- EDUC 329 PACT 2, Preparation for Completion of Final Teaching Event (1)

SINGLE SUBJECT CREDENTIAL

In addition, the program for the Single Subject Credential consists of the following:

Curriculum and Instruction Courses (9 units)

- EDUC 322 Curriculum & Instruction in the Secondary Schools (3)
- EDUC 335 Curriculum & Instruction in the Secondary Schools: Reading (3)

One Content Area course in the student's teaching major (This requirement may be satisfied by taking an upper-division or graduate level course in the teaching major.)

Fieldwork/Teaching Courses (16 units)

EDUC 320A	Teaching in the Secondary School (3)
EDUC 320C	Student Teaching in the Secondary School (10)
<i>or</i> EDUC 320I	Internship Teaching in the Secondary School (8,9,10)
EDUC 320B	Internship Teaching in the Secondary School (for first year interns) (1)
EDUC 328	PACT 1, Introduction to the Performance Assessment for California Teachers (1)
EDUC 329	PACT 2, Preparation for Completion of Final Teaching Event (1)

Credential requirements specified in this Catalog are subject to changes required by the CCTC. Coursework listed is the minimum required. In some cases, additional work may be needed to meet CCTC competencies. Contact the Department for current requirements.

Performance Assessment for California Teachers (PACT)

PACT (Performance Assessment for California Teachers) is a requirement for all candidates entering teacher preparation programs after July 1, 2008. Successful completion of the teaching performance assessment will be required to earn a California Preliminary Multiple Subject or Single Subject Credential.

Candidates are introduced to Teaching Performance Expectations at the beginning of their program. Throughout coursework, they work at tasks which prepare them for passage of the Performance Assessment for California Teachers. Evidence of their teaching skills is collected in an electronic portfolio. This evidence includes written documentation of their ability to plan content specific instruction, implement the plans, assess student learning, and reflect on their teaching. Their work is evaluated by certified PACT scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of PACT. A candidate who does not succeed initially will have the opportunity to redo and resubmit the portfolio.

Bilingual Authorization Curriculum

EDUC 304	Bilingual Theory and Methods (3)
EDUC 305	Latino Culture (3)

The student and intern teaching classes for this authorization must be in bilingual Spanish classrooms.

PRELIMINARY LEVEL 1 EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE DISABILITIES

This credential prepares individuals to teach children and young adults with mild to moderate disabilities including: specific learning disabilities, ADD/ADHD, language disabilities, autism,

mild mental retardation, emotional difficulties, and behavioral disorders. Credential candidates select the Multiple Subject (36 units) or the Single Subject (37 units) option. The general education courses completed as a part of the Education Specialist: Mild/Moderate Credential may be credited toward the completion of the Multiple Subject or Single Subject Credential.

Both the Multiple Subject and the Single Subject options begin with a common core of:

Educational Theory Courses (6 units)

EDUC 100/200	Social Foundations in Education (2,3)
EDUC 102B/202B	Multicultural Education (2,3)
EDUC 103/203	Theories and Methods for Second Language Acquisition (2,3)
EDUC 341	Curriculum and Instruction in the Elementary School for the Special Education Teacher: Mathematics (2)

Special Education Core (21–22 units)

EDUC 261	Introduction to Mild/Moderate Disabilities (3)
EDUC 263	Instructional Strategies for Students with Reading Difficulties (3)
EDUC 264	Assessment in Special Education (3)
EDUC 265	Positive Learning Environments for Behavior Management (3)
EDUC 267	Counseling and Collaboration Skills for Professionals (2)
EDUC 269	Math Strategies for Students with Mild/Moderate Disabilities (3)
EDUC 270	Curriculum and Instruction for Students with Mild/Moderate Disabilities (2–3)
EDUC 271	Technology for Students with Mild/Moderate Disabilities (2)

Multiple Subject Option

In addition, the program for the Education Specialist: Mild/Moderate Credential consists of the following:

Curriculum and Instruction Courses (4 units)

EDUC 344	Curriculum & Instruction in the Elementary School for the Special Education Teacher: Reading (2)
EDUC 341	Curriculum & Instruction in the Elementary School for the Special Education Teacher: Mathematics (2)

Fieldwork/Teaching Courses (5 or 6 units)

EDUC 330M	Teaching in the Elementary School for the Special Education Teacher (2)
EDUC 361	Field Studies Practicum in Mild/Moderate Disabilities (3)
<i>or</i> EDUC 361I	Special Education Internship Teaching (4)

Single Subject Option

In addition, the program for the Education Specialist: Mild/Moderate Credential consists of the following:

Curriculum and Instruction Courses (5 units)

- EDUC 322 Curriculum & Instruction in the Secondary School (3)
- EDUC 345 Curriculum & Instruction in the Secondary School for the Special Education Teacher: Reading (2)

Fieldwork/Teaching Courses (5 or 6 units)

- EDUC 320M Teaching in the Secondary School for the Special Education Teacher (2)
- EDUC 361 Field Studies Practicum in Mild/Moderate Disabilities (3)
- or EDUC 361I Special Education Internship Teaching (4)

Bilingual Authorization Curriculum

- EDUC 304 Bilingual Theory and Methods (3)
- EDUC 305 Latino Culture (3)

The student and intern teaching classes for this authorization must be in bilingual Spanish classrooms.

CERTIFICATE IN EDUCATIONAL THERAPY

An Educational Therapist is an educational professional skilled in the areas of assessment, diagnosis, instructional intervention, and program development who works in clinics, learning centers, private practices, and literacy programs with children and adults who have various types of learning problems. These problems may include learning disabilities, dyslexia, attention deficit disorder, difficulties in reading, mathematics, written language, spelling, study, and organizational skills. The focus of the work in educational therapy is on the precise needs of the individual client rather than a group of individuals as is often found in school settings. The Educational Therapist does not need a teaching credential to practice, but may not teach in a public school. In the Bay Area, there are many opportunities to combine private practice with school-based work in independent schools. The coursework is designed to meet the requirements for membership in the Association of Educational Therapists. Educational Therapy Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.Ed. if a student is accepted into that program.

Required Courses (27 units)

- EDUC 261/461 Introduction to Mild/Moderate Disabilities (3)
- EDUC 263/463 Instructional Strategies for Students with Reading Difficulties (3)
- EDUC 264/464 Assessment in Special Education (3)
- EDUC 266/466 Advanced Assessment (3)
- EDUC 267/467 Counseling and Collaboration Skills for Professionals (2)
- EDUC 268A/468A The Roles of Educational Therapists (2)
- EDUC 268B/468B The Roles of Educational Therapists (1)
- EDUC 259/459 Neuropsychological Principles in Education (3)

The following courses are required for individuals who have not already taken them:

- EDUC 100 Social Foundations (2)
- EDUC 201/401 Educational Psychology (3)
- EDUC 334 Curriculum Instruction in Elementary School: Reading (3)
- or EDUC 335 Curriculum Instruction in Secondary School: Reading (3)
- PSYC 130 Child and Adolescent Development (3)

ACCELERATED EDUCATIONAL THERAPY CERTIFICATE

Teachers who hold a Preliminary Level I Education Specialist Mild/Moderate Credential or equivalent and have a minimum of three years experience may enroll in a fast-track certificate program. The following 12 units of coursework comprise this certificate program:

- EDUC 468A The Roles of Educational Therapists (2)
- EDUC 468B The Roles of Educational Therapists (1)
- EDUC 459 Neuropsychological Principles in Education (3)
- EDUC 460 Practicum for Therapists (3)
- EDUC 466 Advanced Assessment (3)

Education Courses

100/200. Social Foundations in Education (2,3). Provides a critical study of the role of the school in American society. Students examine historical, economic, and political questions in American education.

101/201/401. Educational Psychology (2,3). Theory and research related to human development, learning and cognition, individual differences, motivation, and effective teaching are studied. The course seeks to prepare students to appropriately utilize principles of educational psychology in designing and implementing classroom instruction or learning plans.

102A. Educating Students with Special Needs (1). Offers an introduction to theories, issues, legal requirements, strategies, and materials for educating exceptional students, including mainstreaming into the general education programs at the elementary and secondary school levels. Topics addressed include PL 94-142, Section 504, IDEA, ADA, adapting instruction, and an overview of the characteristics of students with various disabilities. Fieldwork is required.

102B/202B. Multicultural Education (2,3). Provides a basis for understanding multiculturalism in education. Through reading, discussion, interviews, and participation in visual and performing arts, students are introduced to the career-long project of respecting and understanding the lives and perspectives of California's diverse student population.

103/203. Theories and Methods for Second Language Acquisition (2,3). The general goals of this course are to develop candidates' understandings of the foundations of second language acquisition, organizational models for the delivery of second language programs, and skills in the use of instructional strategies designed to enhance second language learning of students.

205. Literature Review (3). The general goals of this course are to learn to conduct a search of the scholarly literature on a particular topic of potential research interest of Education students in order to complete the degree. This 3 unit course fulfills Master's credit and is designed to prepare students in the conduct of a systematic integrated literature review and developing the skills to conduct a review of literature built on the framework of evidence-based practice, an increasingly important standard in the arena of literature reviews.

210. Introduction to Educational Research (1). This course introduces current and future Master's of Education students to the educational research component of the M.Ed./ MA.ET programs. Students will gain an overview of the many purposes of educational research, the five step research process, the five chapters of a Thesis, (an original study conducted by a Master's candidate), and the role of the literature review. Students will also learn how to work towards developing a research topic in your other coursework, the skill sets of a researcher, and brief review of the Education Department's required APA 6 writing style, and a preview of the research resources available through the university library.

241. Issues in Urban Education (3). This course examines problems and possibilities in urban education. Students will look at the history of urban education in America and at specific problems such as school finance and decision-making; the ethnic composition of the teaching force; restructuring of the secondary schools; the uses of assessment; the curriculum for a multi-ethnic student body. Students will work toward developing a theoretical understanding which encompasses and enriches their study of specific issues.

259/459. Neuropsychological Principles in Education (3). This course focuses on an integration of neuropsychological and educational frameworks in order to further understanding of learning disabilities and remediation. This class focuses on key neuropsychological concepts which provide insight into the nature of learning and learning difficulties. It provides students with a basis to think broadly and carefully about the educational needs of individual students.

261/461. Introduction 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 the law and program planning for children with special needs.

263/463. Instructional Strategies for Students with Reading Difficulties (3). An introduction to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties, including spelling and aspects of written language. Specific methods of instruction and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course.

264/464. Assessment in Special Education (3). This course provides candidates with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in the development of Individual Educational Plans (IEPs).

265. Positive Learning Environments for Behavior Management (3). Identification and definition of behaviors, selection and implementation of intervention strategies. Environmental manipulation and behavior modification strategies for the reduction and elimination of problem behaviors are stressed.

266/466. Advanced Assessment (3). Candidates collect data from administering and evaluating assessments as they pertain to individuals with disabilities. Emphasis is on choosing appropriate instruments, scoring analysis and interpreting results from a wide variety of formal and informal assessments. Test construction, intent and format are all considered as an essential component of the assessment process. Prerequisite: EDUC 264/464.

267/467. Counseling and Collaboration Skills for Professionals (2). This course presents opportunities for candidates to develop effective communication skills for working with students with special needs, their families, and other service providers. Three themes provide a central focus to the course: the individual with a disability and the family; considerations in communication—culture, race, perspectives and previous experiences; collaboration and consolation within school, family, and community environments. Candidates participate in a variety of experiences where they have opportunities to apply course content and practice.

269. Math Strategies for Students with Mild/Moderate Disabilities (3). This course will focus on providing candidates with strategies and assessments to assist students with mild/moderate disabilities in understanding math concepts and problem-solving techniques. Candidates select and adapt standards-based curricula and supplementary materials in mathematics. Candidates will experience linking math content with IEP goals and objectives.

270. Curriculum and Instruction for Students with Mild/Moderate Disabilities K-12 (2-3). This course prepares candidates to identify curriculum and instructional strategies that will give students with mild/moderate disabilities access to content standards and core curriculum. Candidates learn about and use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities in a range of educational settings, including 1:1. The course prepares candidates to use standards-based assessment data to develop IEP goals, make adaptations and create instructional plans that are responsive to the individual needs of students. Candidates learn the academic requirements of the core curriculum and learn to implement and adjust systematically to promote maximum learning and academic achievement.

In this course candidates acquire a knowledge base of strategies and interventions to work with students who are not responding to the current instructional environment.

271. Technology for Students with Mild/Moderate Disabilities (2-3). This course includes hands-on lab experience along with lectures and group projects. Candidates learn techniques to use computer-based technology in the teaching and learning process for students with Mild/Moderate disabilities. The appropriate use of computer-based technology for information collection, analysis and management in the instructional setting is modeled and demonstrated. Candidates learn to use assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities in educational settings.

290. Educational Research (3). An introduction to methods and techniques used in research and proposal development used in research. This course provides skills necessary in order to read and understand current educational research. All graduate students pursuing a Master's in Education are required to complete this course. The course objectives include the successful defense of the proposal before a committee of three faculty members. Prerequisite: Prior 5-10 page review of the literature on a topic of potential study.

292. Educational Program Evaluation (3). Instruction centers on the forms and functions of educational evaluation, data collection and reporting procedures, basic concepts of tests and measurement, the systematic utilization of assessment data in the identification of educational needs, and evaluation of educational programs.

293. Proposal Development (2 or 3). This optional and supplemental Master's program course is designed for students who already have a draft proposal for an original study and wish to further develop and refine it under the direction of the instructor and with the support of peer-reviews. Determination of number of units is made based on a review of the degree of completion of the existing draft proposal. Prerequisite: Prior 5-10 page review of the literature on a topic of potential study.

295. Using Educational Research Tools (2). In this optional and support Master's level course, students will examine, evaluate, and practice the design and development of instruments and protocols for the collection of data in each qualitative and quantitative research studies. The course is designed for Master's students who are progressing towards completion of an original study in partial fulfillment of the Master of Education degree. Enrollment concurrent with EDU 290 Educational Research is recommended. Approval of Master's Coordinator is required.

297. Professional/Academic Writing Practicum (1-2). In this optional support course, students will utilize their own work as well as that of others to examine, evaluate, and practice professional and academic writing. Writing practice will be in the context of specific area of professional study and within the structure of APA guidelines. This course may be required for students whose academic and professional writing skills have been assessed

as underdeveloped for Master's level work. Enrollment concurrent with EDU 290 or EDU 298 is recommended. Units earned for this course are beyond the required 30 units for the Master's Degree. This course may be repeated for credit and enrollment must be recommended by a faculty member program adviser and approved by Master's Coordinator.

298. Culminating Scholarly Activity (3). This course requires scholarly research and completion of an original study, also known as a thesis. Under guidance of a departmental thesis committee, the candidate conducts an approved research study proposal in the area of concentration. Regulations governing thesis direction, format, and approval are available from the program advisor. Most students complete this course within two semesters; they register for both terms and pay tuition for the first term. If it is necessary to take the course beyond two terms, students must register and pay tuition for each subsequent term. Prerequisite: EDUC 290.

304. Bilingual Education Methods: Theory and Practice (3). The coursework examines the theory, research, current issues and practices in the Bilingual Cross Cultural education as well as dual-language teaching methodologies that exemplify current best practices in the field of Bilingual Education. Topics will include: historical foundations, legal basis, theoretical rationale, program types/models, program development and implementation, and bilingual curriculum standards and accountability. Required for Bilingual Authorization.

305. Latino Culture (3). The course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. The course will focus on the major historical roots and contemporary social issues that impact Latino groups in the United States. Emphasis is on cross-cultural interactions between cultural and linguistic groups. Communication styles, dialectical differences, demographics, immigration, educational issues, and relationships among Latinos and the majority culture will be discussed. Coursework can be applied to the Master's in Education. Required for Bilingual Authorization.

320A. Teaching in the Secondary School (3). Teaching models and methods leading to competencies in the organization, interpretation, and presentation of the Single Subject teaching area are presented. Emphasis is given to the observation and critique of teaching situations in a variety of learning environments. Forty-five hours of on-site observations and participation are required. An understanding of diverse student populations is also stressed.

320B. Teaching in the Secondary School (1). The purpose of this course is to provide a supportive forum for single subject credential candidates teaching in their own classrooms. Candidates self-identify teaching strengths and weaknesses, address relevant issues confronting the students in their classrooms, learn effective teaching strategies, and compare teaching approaches, curriculum ideas, specific teaching techniques, and concerns. This course may be taken for credit twice.

320C. Teaching in the Secondary School (10). Supervision of the candidate in the student's Single Subject Credential teaching areas. Students will be placed at more than one level in a school which provides a multi-ethnic teaching experience. Student teaching is full-time, Monday through Friday, for one term. The student's schedule must follow that of the school district in which he/she is placed. Prerequisites: Passage of CSET or the completion of a waived major, successful completion of EDUC 320A, EDUC 100 or 101, EDUC 102A or 102B, and the recommendation of Single Subject Credential Coordinator. Students must complete 10 units of student teaching. Coursework must be completed with a grade of B or higher.

320I. Internship Teaching (8-10). Supervision of candidates employed as teachers at the secondary school level. Seminar includes reflection on domains of teaching identified in California Teaching Performance Expectations. Prerequisites: Passage of CSET and the recommendation of the Single Subject Coordinator. Coursework must be completed with a grade of B or higher.

320M. Teaching in the Secondary School for Special Education Teachers (2). Teaching models and methods leading to competencies in the organization, interpretation, and presentation of the Single Subject teaching area are presented. Emphasis is given to the observation and critique of teaching situations in a variety of learning environments. Forty-five hours of on-site observations and participation are required. An understanding of diverse student populations is also stressed.

322. Curriculum and Instruction in the Secondary School (3). Principles and methods particular to the teaching of specific disciplines are presented. Each student will participate in lectures and workshops presented by effective practitioners in the student's subject area. Each student will also attend conferences, read journals, evaluate computer software, create individual lessons and units, analyze main intellectual themes of his/her discipline, and develop a plan for remaining current in his/her field.

328. PACT 1 (1). Introduction to the Performance Assessment for California Teachers (PACT). This course is taken during the semester prior to their completion of the performance assessment. Students are introduced to the structure and requirements of the Teaching Event, including the Plan, Instruct, Assess and Reflect Cycle. In addition, they are introduced to the technological tools of videotaping, uploading, and selecting portions of their work for assessment by the scorer. Multiple and Single Subject candidates attend separate sections of this course.

329. PACT 2 (1). Preparation for Completion of Final Teaching Event. Students enroll in PACT 2 during the semester in which they plan to prepare and/or submit material for the final PACT assessment. The class is a support for success in the final assessment prior to licensure. Multiple and Single Subject candidates will attend separate sections of this class.

330A. Teaching in the Elementary School (3). Extensive exposure to classroom teaching at the elementary level or self-

contained classrooms in middle school. Candidates will integrate theories of learning and methods of instruction in several assignments including a series of lesson plans in different subject areas and a theory-practice log. They spend a minimum of 45 hours in the classroom.

330B. Internship Teaching in the Elementary School (1). For first year interns. The purpose of this course is to provide a supportive forum for Multiple Subject Credential candidates teaching in their own classrooms. Candidates self-identify teaching strengths and weaknesses, address relevant issues confronting the students in their classrooms, learn effective teaching strategies and compare teaching approaches, curriculum ideas, specific teaching techniques and concerns. This course may be repeated for credit with approval of the Multiple Subject coordinator.

330C. Teaching in the Elementary School (8). Supervised students teaching in elementary schools. Student teaching assignments are made at two differing grade levels for six to ten weeks in multi-ethnic schools. Student teaching is full-time, Monday through Friday. The student's schedule must follow that of the school district. Prerequisites: Passage of CSET, EDUC 330A, EDUC 334, EDUC 331, 332 or 333, EDUC 100 or 101, EDUC 102A or 102B, and the recommendation of the Multiple Subject Credential Coordinator. All students must complete 8 units of student teaching. Coursework must be completed with a grade of B or higher.

330I. Internship Teaching (8). Supervision of candidates employed as teachers at the elementary school level or middle school CORE. Seminar includes reflection on domains of teaching identified in California Teaching Performance Expectations. Consult with Coordinator and Credential Analyst on specific requirement for obtaining the Internship Credential. Coursework must be completed with a grade of B or higher. Prerequisites: passage of CBEST and CSET and the recommendation of the Multiple Subject Coordinator.

330M. Teaching in the Elementary School for Special Education Teachers (2). Extensive exposure to classroom teaching at the elementary level or self-contained classrooms in middle school. Candidates will integrate theories of learning and methods of instruction in several assignments including a series of lesson plans in different subject areas and a theory-practice log. They spend a minimum of 45 hours in the classroom.

331. Curriculum and Instruction in the Elementary Schools: Mathematics (2). An examination of the California State Frameworks, curricula, instructional materials, and mathematics teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A.

332. Curriculum and Instruction in the Elementary School: Social Studies (2). An examination of the California State Frameworks, curricula, instructional materials, and social studies teaching strategies. Research findings regarding effective

teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A, EDUC 334.

333. Curriculum and Instruction in the Elementary School: Science (2). An examination of the California State Frameworks, curricula, instructional materials, and science teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A.

334. Curriculum and Instruction in the Elementary School: Reading (3). This course is a comprehensive study of reading as an essential communication process for all learners. A balanced approach to reading instruction including the direct, explicit teaching of decoding skills, vocabulary development, and strategies for understanding text is stressed. Instructional strategies and activities promoting automatic, fluent, constructive, strategic, and motivated lifelong reading are introduced. Recommended: EDUC 330A.

335. Curriculum and Instruction in the Secondary School: Reading (3). A comprehensive study of reading as a communication process within the broad-based reading program with an emphasis on teaching study skills and reading in different content areas in the secondary school. Students will be introduced to numerous techniques for increasing comprehension and retention. Recommended: computer competency.

336. Curriculum and Instruction in the Elementary School: Writing and the Language Arts (2). A comprehensive study of language arts with an emphasis on writing as a communication process within the literature-based integrated reading/language arts program in the elementary school. Included in the topics of study are the writing process, the direct, explicit teaching of spelling, and the identification of quality children's literature. Fieldwork is required.

340. Introduction to Internship Teaching (1-2). This is a hybrid course with five modules: communications skills in reading, classroom management, developmentally-appropriate pedagogy and teaching practices; discipline-specific pedagogy, and teaching English learners. Candidates complete the 120 clock hours required for the internship credential. Approval of Department Chair or Program Coordinator required.

341. Curriculum and Instruction in the Elementary Schools for Special Education Teachers: Mathematics (2). An examination of the California State Frameworks, curricula, instructional materials, and mathematics teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: computer competency, EDUC 330M.

344. Curriculum and Instruction in the Elementary School for Special Education Teachers: Reading (2). This course is a comprehensive study of reading as an essential communication process for all learners. A balanced approach to reading instruc-

tion including the direct, explicit teaching of decoding skills, vocabulary development, and strategies for understanding text is stressed. Instructional strategies and activities promoting automatic, fluent, constructive, strategic, and motivated lifelong reading are introduced. Recommended: computer competency, EDUC 330M.

345. Curriculum and Instruction in the Secondary School for Special Education Teachers: Reading (2). A comprehensive study of reading as a communication process within the broad-based reading program with an emphasis on teaching study skills and reading in different content areas in the secondary school. Students will be introduced to numerous techniques for increasing comprehension and retention. Recommended: computer competency.

353B. Using Computers in the K-12 Classroom (1). This course is designed to aid candidates in the selection and utilization of media, computers and other forms of technology as a means to enhance and improve learning outcomes in the K-12 classroom.

361. Field Studies Practicum for Mild/Moderate Disabilities (4). This course fulfills the full-time student teaching requirement for the Education Specialist: Mild/Moderate Credential (Level I). Candidates teach full-time and take over the professional responsibilities of the teacher of record for students with mild/moderate disabilities. One or more placements are made in a variety of settings including a public school program for students with mild/moderate disabilities. This course is typically taken in conjunction with Education 269: Content Area Instructional Strategies for Students with Mild/Moderate Disabilities. Prerequisites: Passage of CSET and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential program. Coursework must be completed with a grade of B or higher.

361I. Special Education Internship Teaching (1-4). Supervision of candidates employed as special education teachers at the elementary and secondary school level. Seminar includes reflection on domains of teaching identified in the California Standards for the Teaching Profession, special education laws, individualized education plans, and appropriate pedagogical strategies for special education students. Prerequisites: passage of CSET and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential program. Coursework must be completed with a grade of B or higher.

393A. Health Education for Teachers (3). The goal of this class is to highlight selected concepts to assist the classroom teacher and pre-service teachers in promoting positive health behaviors among students and to learn about resources for working with health issues. Concepts covered in the course include: definitions of health and health education in the schools, current health issues affecting children and adolescents, responsibilities of teachers and the school community in promoting child health. Current information and strategies that contribute to promotion of child health will be presented. The Health Framework for California and Health Content Standards are

used as the foundation documents for the course.

397. Sociolinguistics (3). This course is designed to prepare credential candidates to be effective novice teachers in California's linguistically diverse urban classrooms. Participants will examine socio-historical, political, legal, and cultural foundations of educational programs for English Learners (ELs) who demonstrate varying degrees of proficiency in languages and dialects that are not 'standard English'.

460. Practicum for Therapists (3). Supervised field placement practicum for educational therapy candidates in educational clinics or a school setting. Candidates carry out assessment sequences, develop and implement instructional sequences, and participate in site-based programs. Prerequisite: a minimum of 9 units of study and the approval of the Coordinator of Special Education Programs.

468A. The Roles of Educational Therapists (2). This course presents an overview of the practice of educational therapy. The areas of emphasis are historical and current perspectives on educational therapy; developing and managing a professional practice; assessment, diagnosis and instruction; and effective communication strategies within school, family, and service communities. Candidates create a plan for their professional development.

468B. The Roles of Educational Therapists (1). A continuation of EDUC 468A, this course provides the necessary specifics to begin working in the field of educational therapy, including handling parental interaction, collecting data, billing practices, and issues related to building a new practice or school-based work. Several case studies will be presented to illustrate how theory becomes the practice of educational therapy.

ENGLISH

MASTER OF ARTS IN ENGLISH: THE WRITER'S CRAFT

The Writer's Craft is the only graduate writing program in Northern California that allows students to customize their degree, combining the areas of Creative Writing, Professional Writing, and Teaching Writing. The avenues for well-trained and talented writers and teachers are constantly evolving, and our program reflects these changes and provides exciting opportunities for our student writers. Teachers, writers, professionals: these are people who take our courses. These are people who live to write and write to live. Our workshops and seminars are offered in an evening, accelerated format, and many can be completed online. Each degree will have a self-designed nature, as students will choose which combination of professional writing, creative writing, and composition studies suits their personal and professional goals. Students will be able to complete the degree in two academic years, and each English 201: Creative Writing Workshop and English 202: Professional Writing Workshop course may be taken on-line rather than on campus. In some cases, we will attract off-site writers and teachers to teach workshops on-line, from their own locations.

Degree requirements (Total Required Units: 33)

Portal Courses 6 units

ENGL 140(W) Close Encounters with Literature (3)
ENGL 108(W) Professional Writing (3)

Literature Core 9 units

ENGL 220 Fiction (3)
ENGL 221 Poetry (3)
ENGL 222 Dramatic Literature (3)
ENGL 214 Shakespeare (3)
ENGL 233 American Self Images (3)
ENGL 248 Selected Topics in British Literature (3)
ENGL 251 Children's Literature (3)
ENGL 275 Literature in Translation (3)

Writing Workshops/Seminars 12 units

(Courses may be repeated for credit under different topics.)
ENGL 201 Workshop in Creative Writing (3)
ENGL 202 Workshop in Professional Writing (3)
ENGL 203 Seminar in Composition Studies (3)

Final Project 6 units

ENGL 298 The Writer's Project (6)

English Graduate Courses

(For literature courses, see undergraduate course descriptions.)

201. Workshop in Creative Writing (3). May be repeated for credit as 201A, 201B, 201C, etc. Topics range from "Narrative" and "Verse" to "Drama" and "Creative Nonfiction."

202. Workshop in Professional Writing (3). May be repeated for credit as 202A, 202B, 202C, etc. Topics range from "Feature Writing" and "Editorial Writing" to "Grant Writing" and "Technical Writing."

203. Seminar in Composition Studies (3). May be repeated as 203A, 203B, 203C, etc. Topics may include "The History of Composition Studies," "Teaching College Composition," and "Creative Writing Pedagogy."

298. The Writer's Project (3). The culminating project for students completing the Writer's Craft program. Students will complete a thesis-length project, approved by the program director.

LINGUISTICS

Linguistics courses are offered at the graduate level for graduate students in Education, in both the Credential and Master's programs.

Linguistics Courses

245/445. Fundamentals of Language (3). An introduction to the study of language: its acquisition, nature, development, structure, variation, change, and relation to society, to education, and to communicative competence.

247. Modern American English (3). This course provides a broad perspective within which to understand Modern Ameri-

can English. It includes the history of the English language, the structure and development of present day English in the United States, and the different language varieties that are present in “Modern American English.”

254. Sociolinguistics (3). An introductory survey of issues relating to language and its social context. The course includes topics on language variation, bilingualism and code switching politeness, language and gender, and language and power.

MUSIC

MM in Piano Pedagogy

MM in Piano Pedagogy with Suzuki Emphasis

MM in Vocal Pedagogy

MM in Music Education with Kodály Emphasis

Vocal Pedagogy Certificate

Kodály Specialist Certificate

Kodály Summer Certificate

Admission Requirements

A candidate may be admitted for graduate study if 1) University requirements for graduate admission have been met, 2) the student holds a Baccalaureate degree in music from an accredited institution, and 3) the student has a grade point average of at least 3.0 in music. Students with a bachelor's degree in a field other than music who wish to enroll in the program may be admitted upon passing the proficiency examinations, and at the discretion of the program director.

Proficiency exams in theory, sight singing, dictation, and piano are required of all students entering the program and must be taken prior to the student's first semester in residence. These exams are offered during the week prior to the beginning of each semester. (The sight-singing and dictation exams are also given on the first day of the Kodály Summer Institute.) Students who do not pass these examinations will be required to complete remedial assignments or take additional courses. As a result, students may not qualify for full-time graduate study. If a student has insufficient undergraduate coursework in music history, an examination may also be required in this area. All proficiency exams must be passed by the time a student has completed 15 units applicable to the degree or the student will be dropped from the program.

Auditions

For acceptance into any of the graduate music programs, the applicant must audition for a faculty jury prior to the term in which proposed study would begin. The list of works to be performed must be submitted to the program advisor at least one week prior to the scheduled audition. The selections performed should reflect mature musicianship, knowledge of different styles, and technical proficiency. In special circumstances, videotaped auditions will be accepted from students unable to audition in person.

For acceptance into the piano or vocal pedagogy programs, proficiency equivalent to the Baccalaureate degree with a major in solo performance or pedagogy is required. Pianists should perform three works chosen from different periods, at least one of which must be memorized. Singers should perform selections in French, German, Italian, and English, one of which must be an oratorio or opera aria; all selections must be memorized.

For acceptance into the Kodály music education program, applicants should sing two selections, one of which must be a folk song, the other a piece from the classical repertoire. Those applicants who have instrumental training should also perform a piece that reflects their level of musical understanding. All applicants with teaching experience must submit a videotape of their teaching.

MASTER OF MUSIC IN PIANO PEDAGOGY

Two majors in piano pedagogy are offered for those interested in teaching individual or class lessons. One program follows a traditional approach; the other places an emphasis on the Suzuki method of music education. Both programs focus on advanced training in methods and materials as well as performance skills. Observation and teaching opportunities are available in the Holy Names University Preparatory Music Department.

PIANO PEDAGOGY (30 units)

MUSC 216	Private Lessons (1,1,1,1)
MUSC 226	Studies in Piano Literature (2)
MUSC 231	Seminar in Music Literature (2)
MUSC 244A,B	Solfège & Musicianship (2,2)
MUSC 251	Piano Pedagogy (3)
MUSC 252	Advanced Piano Pedagogy (3)
MUSC 264	Advanced Piano Ensemble (1,1)
MUSC 265	Advanced Accompanying (1,1)
MUSC 281A	Choral Conducting (2)
MUSC 296C,D	Practicum (2,2)
MUSC 290A	Recital (1)
MUSC 291A	Master's Project/Presentation of Private Students (1)
	Oral Comprehensive Examination (0)

PIANO PEDAGOGY WITH SUZUKI EMPHASIS (32 units)

This program focuses on the teaching philosophy of Shinichi Suzuki, offering a practicum course supervised by a certified Suzuki Association of the Americas (SAA) piano teacher trainer. The program begins with the Suzuki Summer Program and continues into the academic year. A minimum of two summers and one academic year is necessary to complete the coursework. The graduates of this program may seek professional teaching positions at the affiliated Preparatory Music Department on campus. (Also offered is a Certificate in Piano Pedagogy with Suzuki Emphasis.)

MUSC 216	Private Lessons (1,1,1,1)
MUSC 226	Studies in Piano Literature (2)
MUSC 231	Seminar in Music Literature (2)

MUSC 244A,B	Solfège & Musicianship (2,2)
MUSC 252	Advanced Piano Pedagogy (3)
MUSC 264	Advanced Piano Ensemble (1)
MUSC 265	Advanced Accompanying (1)
MUSC 281A	Choral Conducting (2)
MUSC 296C	Practicum (2)
MUSC 290A	Recital (1)
MUSC 291A	Master's Project/Presentation of Private Students (1)
Oral Comprehensive Examination (0)	

**Up to eight summer extension units in Suzuki piano pedagogy and one unit of Practicum (MUSC X196D) will be accepted toward completion of the degree.*

MASTER OF MUSIC IN VOCAL PEDAGOGY (31 units)

This program provides the student with broad professional opportunities. Successful completion of the degree will qualify the singer to teach vocal technique and coach repertoire in private lessons, in a class, in a studio, or in an academic setting.

MUSC 216	Private Lessons (1,1,1,1)
MUSC 231	Seminar in Music Literature (2)
MUSC 233	Literature of the Voice (3)
MUSC 238	Studies in Vocal Literature (2)
MUSC 244A,B	Solfège & Musicianship (2,2)
MUSC 254	Vocal Pedagogy (3)
MUSC 255	Advanced Vocal Pedagogy (3)
MUSC 261	HNU Chamber Singers or other approved ensemble (1,1)
MUSC 281A	Choral Conducting (2)
MUSC 296E,F	Practicum (2,2)
MUSC 290A	Recital (1)
MUSC 291A	Master's Project/Presentation of Private Students (1)
Oral Comprehensive Examination (0)	

MASTER OF MUSIC IN MUSIC EDUCATION WITH KODÁLY EMPHASIS (32 units)

The Kodály Center for Music Education at Holy Names University enjoys an international reputation as one of the major centers in North America for Kodály music training. The first institution of higher learning to grant an advanced degree in music education with Kodály emphasis, Holy Names University has maintained an internationally renowned faculty in its program for over thirty years. Students come from throughout the Americas and the Pacific Rim to study with Hungarian master teachers and distinguished American faculty to develop their own musicianship while learning how to teach. An integrated and practical curriculum, a supportive atmosphere, and a high standard of excellence are hallmarks of the program.

The Kodály philosophy of music education, inspired by Hungarian composer and educator Zoltán Kodály (1882-1967), is based on a vision of the place of music in the intellectual, emotional, physical, and social development of every child. Incorporating ideas from many different cultures, it places singing at the foundation of musical development. Authentic

folk songs and masterpieces of classical music form the basis of the curriculum, in accordance with Kodály's belief that, for a child's education, "only the best is good enough." Kodály music education is known for its sequential development of skills, emphasis on music literacy, and strong choral programs, a natural flowering of a singing-based curriculum.

The Resource Center in the Kennedy Arts Center houses a folk song collection that has been recognized as an archive by the Library of Congress. This special collection, representing major and minor regional and ethnic groups in the United States, is uniquely organized according to pedagogical content and has proved invaluable to teachers who come to select songs for teaching musical skills through singing. Selections from the collection are available online at <http://kodaly.hnu.edu>.

The curriculum is designed for music teachers, choral conductors, church musicians, and performers who seek an advanced degree emphasizing the Kodály approach to music education. The curriculum features core courses in pedagogy, solfège and musicianship, choral conducting, folk music, children's vocal pedagogy, and choral singing. Supervised student teaching placements are provided in surrounding public schools. Part-time choral conducting and teaching internships are often available for experienced students. Teacher credentialing is also available at HNU. Through generous funding by the William and Flora Hewlett Foundation, the Kodály Endowment Fund enables the Kodály Center to award fellowships to qualified students.

The course of study for the Master's degree begins with the Kodály Summer Institute and continues sequentially through the academic year. The degree can be completed on a full- or part-time basis.

Summer (5 units)

MUSC 210A	Kodály Pedagogy (summer) (2)
MUSC 211A	Solfège & Musicianship (summer) (1)
MUSC 214	Folk Music (summer) (1)
MUSC 215A	Choral Conducting (1)

Academic year (27 units)

MUSC 231	Seminar in Music Literature (2)
MUSC 243A,B	Folk Music (2,2)
MUSC 244A,B	Solfège and Musicianship (2,2)
MUSC 246	Children's Vocal Pedagogy (1)
MUSC 247A,B	Kodály Pedagogy (2,2)
MUSC 261	HNU Chamber Singers (1,1)
MUSC 281A,B	Choral Conducting (2,2)
MUSC 296A,B	Practicum (3,3)

VOCAL PEDAGOGY CERTIFICATE (12 units)

The Vocal Pedagogy Certificate is a twelve unit post-baccalaureate certificate that can be completed in one academic year. It is designed for new or experienced voice teachers to sharpen their knowledge and skills in teaching singers of all ages and experience levels. Students will join a cohort of fellow teachers that enrolls in two semesters of physiology/pedagogy, practicum (with evaluation from your cohort and a master teacher),

and voice lessons. There is also the option to add other courses, including musicianship training from HNU's world-famous Kodály program, ensembles, history and literature classes.

MUSC 454	Vocal Pedagogy (3)
MUSC 455	Advanced Vocal Pedagogy (3)
MUSC 496 E, F	Practicum (2,2)
MUSC 416	Private Lessons (1,1)

These courses will coincide with, and have equivalent requirements to, the courses we already offer in our Master's program. Should a student enrolled in the certificate wish to apply to the master's program, these units can be applied towards the master's degree. However, this decision, and application, must be made before the awarding of the graduate certificate. It will also be possible for a student to move from the Master's degree to the certificate, in the case of unforeseen circumstances which prohibit a student from completing the master's degree. The Certificate and Master's are differentiated one from the other by total number of units required; the Certificate requires 12 units while the Master's requires 31 units.

KODÁLY SPECIALIST CERTIFICATE (20 units)

Holy Names University offers a non-degree, post-baccalaureate course of study leading to a Kodály Specialist Certificate during the academic year for music teachers, choral conductors, church musicians, and performers. Students participate in the regular Kodály academic year program, gaining a fundamental grasp of the Kodály concept of music education through the core curriculum of solfège, choral conducting, choir, pedagogy, folk music, and practicum. Applicants must possess a bachelor's degree in music or in a related field, and a high level of musical competency, teaching ability, and professionalism. All candidates are strongly encouraged to begin their studies with the annual Kodály Summer Institute. Kodály Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.M. if a student is accepted into that program.

MUSC 443A,B	Folk Music (2,2)
MUSC 444A,B	Solfège & Musicianship (2,2)
MUSC 447A,B	Kodály Pedagogy (2,2)
MUSC 481A	Choral Conducting (2)
MUSC 496A,B	Practicum (3,3)

KODÁLY SUMMER CERTIFICATE (17 units)

The Kodály Summer Certificate is a non-degree program that may be completed in three summers and does not require a formal admission process. Applicants must possess a bachelor's degree in music or in a related field. Further information about this certificate may be obtained from the Kodály Center Director at the University. Kodály Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.M. if a student is accepted into that program.

MUSC 410A,B,C	Kodály Pedagogy (2,2,2)
MUSC 411A,B,C	Solfège and Musicianship (1,1,1)

MUSC 418	Choir (1,1)
MUSC 415A,B,C	Choral Conducting (1,1,1)
MUSC 414A,B,C	Folk Music (1,1,1)

Music Courses

201. Introduction to Music Pedagogy (1). This team-taught course introduces many topics common to music teaching, including: learning theory; music teaching methods; auxiliary techniques; printed, recorded and internet resources; functional understanding of the voice and piano; psychological and communication skills; and business practices.

210A,B,C/410A,B,C. Kodály Pedagogy (2,2,2). Strategies for implementing the Kodály philosophy of education in the musical classroom. Each level (I,II,III) features a peer teaching forum, allowing participants to try out theory in practice. (Offered during summer institute.)

211A,B,C/411A,B,C. Solfège and Musicianship (1,1,1). Participants are assigned a section of daily solfège instruction according to a placement assessment on the first day. Classes include training in sight singing, ear training, intonation, memorization, dictation, harmonic hearing, and stylistic analysis. (Offered during summer institute.)

214A,B,C/414A,B,C. Folk Music (1,1,1). Song materials from the many cultures represented in the United States, including singing games and dances as well as songs appropriate for each level of instruction. Methods of research, collection, and analysis. Participants have the opportunity to work in the HNU Folk Song Collection, an archive recognized by the Library of Congress. (Offered during summer institute.)

215A,B,C/415A,B,C. Choral Conducting (1,1,1). Beginning and continuing conducting skills taught in a choral lab setting, allowing participants to put conducting theory into practice with a choral ensemble. (Offered during summer institute.)

***216/416. Private Lessons (1).** A total of fourteen one-hour lessons, given during a regular term. Performances at Noon Concerts and a performance final are required in each term lessons are taken.

***218/418. Choir (1).** Visiting Hungarian professor leads daily choral rehearsals for the entire summer institute. (Offered during summer institute.)

***224. Opera Workshop (1).** Study and performance of scenes from the standard opera repertoire. Audition required for acceptance. Repeatable for credit.

***226. Studies in Piano Literature (2).** An in-depth study of a body of works for piano by a major composer or of a major stylistic period intended to develop an understanding of the style and insight into the techniques of interpretation. Topics vary.

***231. Seminar in Music Literature (2).** Studies of composers or musical forms and styles in a particular period. Topics vary. Repeatable for credit.

232A,B. Lyric Diction (1,1). Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class

drill and critique of individual performance. A: Italian and French. B: German and English. Prerequisite: knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

233. Literature of the Voice (3). A survey of the principal literature for solo voice.

234A,B. Keyboard Literature (2,2). A: A study of the principal literature of the piano from the Baroque to Schubert. B: A study of the principal literature of the piano from the Romantic Era to the present.

***238. Studies in Vocal Literature (2).** An in-depth study of a body of works for voice by a major composer or of a major stylistic period intended to develop an understanding of the style and insight into the techniques of interpretation. Topics vary.

243A,B/443A,B. Folk Music (2,2). A: Analysis and memorization of materials within primary American folk song traditions. Choice of materials for teaching elementary pedagogical concepts and philosophic basis for inclusion of folk materials in the curriculum. Project develops the comparison of variants of a folk song. B: Fundamentals of folk song research, leading towards a research project. Folk song transcription and arrangement. Choice of materials for teaching advanced pedagogical concepts. Folk song analysis culminates in completed folk song collection.

244A,B/444A,B. Solfège & Musicianship (3,3) (2,2 for Piano and Vocal Pedagogy degrees).

A: Musicianship training, including sight-singing using movable do solfège, rhythmic and melodic dictation, ear training, memorization, part work, and stylistic analysis within pentatonic and modal literature. B: Continued development of musicianship and musicality through advanced sight singing and dictation, clef reading, figured bass, and stylistic and harmonic analysis of different periods of music.

246. Children's Vocal Pedagogy (1). Study of children's vocal production and development. Introduction to choral repertoire and techniques for working with children and adolescents.

247A,B/447A,B. Kodály Pedagogy (2,2). A: Philosophy and teaching techniques of Kodály music education. Includes techniques of fostering musicality and literacy in elementary school children through sequential curriculum building, lesson planning, and strategies for teaching music elements. B: Exploration of advanced pedagogical concepts and teaching techniques, analysis and evaluation of materials suitable for the continued development of musicality, and literacy for the upper elementary grades and beyond.

251. Piano Pedagogy (3). Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

252. Advanced Piano Pedagogy (3). Application of technical and musical fundamentals to intermediate and advanced levels of teaching.

254/454. Vocal Pedagogy (3). Includes goal setting, how to teach technique and coach repertoire, a survey of vocal literature, and the anatomy and physiology of the instrument.

255/455. Advanced Vocal Pedagogy (3). A course designed for students who have some experience in teaching. Includes a survey of methods and materials, discussions on special interest topics, and practical evaluation of students under teaching and performing conditions. Prerequisite: MUSC 154/254.

***261. HNU Chamber Singers (1).** Study and performance of choral chamber literature. Open by audition to graduates, undergraduates, and members of the community.

***262. Advanced Chamber Ensemble (1).** Performance of selected major works in the literature of string, woodwind, vocal and/or brass ensemble, or combinations of these groups. Open by audition to members of the community.

***263. HNU Orchestra (1).** Performance of works from the standard orchestra repertoire. Open by audition to members of the community.

***264. Advanced Piano Ensemble (1).** Study and performance of keyboard works for piano ensemble.

***265. Advanced Accompanying (1).** Qualified pianists may be assigned to studio and ensemble accompanying for three hours per week.

***267. Advanced Baroque Ensemble (1).** Performance of instrumental and vocal works from the 18th century. Open by audition to members of the community.

***281A,B/481A,B. Choral Conducting (2,2).** A: Basic principles of conducting and rehearsal techniques taught in a laboratory setting. Application of these principles to artistic performance. Includes introduction to phonetics and score memorization and preparation. B: Continued development of conducting and rehearsal techniques. Application of these principles in the performance of more difficult choral repertoire. Includes working with choral groups and instrumentalists to demonstrate artistic and technical competency.

290A. Recital (1). Graduate recital will be given with the approval of the instructor and music faculty jury.

291A,B. Master's Project/Presentation of Private Students (1). Project designed with guidance from faculty advisor and evaluated by a committee. Oral Defense required.

296A,B,C,D,E,F/496A,B,C,D,E,F Practicum (3,3,2,2,2,2). Pedagogical theory is put into practice through student teaching and regular observation of master teachers. A,B: Kodály Emphasis. Designed to allow students to apply Kodály philosophy in the American school system through 1) observation of master teachers in the Bay Area, 2) peer teaching and 3) student teaching at cooperating Kodály laboratory schools throughout the academic year. C,D: Piano Pedagogy. Group or individual lessons taught by pedagogy students under supervision. E,F: Vocal Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

**Repeatable courses.*

**NURSING: PLEASE SEE THE NURSING
GRADUATE DIVISION BEGINNING PAGE 138**



NURSING UNDERGRADUATE DIVISION

NURSING

The Department of Nursing at Holy Names University has provided education for nurses since 1934. Currently there are three undergraduate programs in nursing offered at Holy Names University and for three distinct populations. The 2+2 Nursing Program, formerly known as the Nursing Preparation Program (NPP), is for promising students seeking a career in the health care professions. This program is offered in partnership with Samuel Merritt University for high school graduates who are interested in becoming Registered Nurses. The LVN to BSN program is designed for Licensed Vocational Nurses who wish to pursue a Bachelor of Science degree and licensure as a Registered Nurse while employed. The RN to BSN program is designed for Registered Nurses who have an associate degree and who wish to acquire a Bachelor of Science degree while employed. There are also graduate programs available for those nurses interested in advanced opportunities (see Graduate section).

Accreditation/Certification

The RN/BSN program, the LVN/BSN program and the Holy Names University/Samuel Merritt University nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the RN/BSN and LVN/BSN nursing programs are also eligible for certification as Public Health Nurses in California and have the foundation for graduate studies in nursing.

HOLY NAMES UNIVERSITY/SAMUEL MERRITT UNIVERSITY 2+2 NURSING PROGRAM

The 2+2 Nursing Program is offered in partnership with Samuel Merritt University for high school graduates and transfer students from other colleges who have completed 30 or fewer units of coursework and are interested in becoming registered nurses. Students who have previously completed 30 or more transferable units and/or 24 science prerequisite units may not be eligible for the program. In the nursing preparation program the student completes two years of liberal arts and science courses at Holy Names University and then transfers to Samuel Merritt University for the nursing courses. Admission to Samuel Merritt is competitive and students must complete all requirements, maintain a GPA of 3.0 or higher, earn at least a B- in all science courses, and pass the TEAS examination (composite, reading and math) upon admission to the program and successfully pass two pre-nursing courses, transitioning to nursing and pathophysiology, to be eligible to transfer to Samuel Merritt University. If the student does not successfully pass both these courses, they will not be eligible for transfer. The student will be allowed to repeat one time. The BSN degree is granted by Samuel Merritt University. The program may take longer than two years if remedial coursework in Math or English is required.

Students registered in the 2+2 Nursing Program are expected to earn at least a B- in the required science courses (Anatomy, Physiology, Chemistry, Biology, and Microbiology). If a grade of C+ or lower is earned, a student may repeat one class one time

in order to earn a B- or better grade. A second grade of C+ or lower in a science class will result in disqualification from the program.

Admission Requirements

Students must submit the following:

1. High school transcripts showing at least six semesters of coursework with a 3.0 in academic courses entry.
2. Letter of recommendation from a teacher, minister, or employer who has personal and/or academic information about the student.
3. SAT or ACT scores.
4. Pass the TEAS test exam with the satisfactory score designated by SMU by the end of the first academic year at HNU (only 2 attempts are allowed).
5. International applicants whose first language is not English may submit evidence of English proficiency in one of the following ways:
 - Test of English as a Foreign Language (TOEFL) with a score of 100 (internet-based), with a speaking score of 26. TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.
 - ELS Language Centers (ELS) Proficiency Report certifying completion of Level 107 or higher.
 - One semester of freshman composition with grade B or higher at an accredited U.S. college or university.

Applicants who are eligible for admission to the University but not to the 2+2 Nursing Program may enroll in general education or general science courses, but will not be able to enroll in program-restricted courses. Freshman students may reapply to the 2+2 Nursing Program once, after one year, and must have completed 30 units with an HNU grade point average of 3.0 and no grade lower than B- in any science course and successfully pass the TEAS test (composite, reading, and math) within two attempts prior to being accepted in the program.

General Education Curriculum

Students interested in pursuing the Holy Names University/Samuel Merritt University Generic program will complete 64 units of study at Holy Names University and the remaining units needed for graduation at Samuel Merritt University. Students must fulfill general education requirements established for the program, and courses may be taken in the semester day, weekend, or evening weeknight programs. The student will need to repeat any science courses in which a grade below a B- is earned, and may only repeat one science, one time. A sample program, in its entirety, is listed below.

Courses to be taken at Holy Names University

ART	Specific course numbered 1-199 to be approved (3)
BIOL 1A	Principles of Biological Science (4)
BIOL 11, 11L	Human Physiology and Lab (3,2)
BIOL 17, 17L	Anatomy (4, includes weekly laboratory)

BIOL 20, 20L	Allied Health Microbiology and Lab (3,2)
CHEM 7	Introductory Chemistry for Health Science (4, includes weekly laboratory)
COMM 1	Essentials of Interpersonal Communication and Effective Speaking (3)
ENGL 1A	Critical Reading and Writing I (3)
ENGL 1B	Critical Reading and Writing II (3)
ISAC	(2 courses) Integrative Studies Across Cultures (6)
LING 145	Linguistics (3) or completion of the Foreign Language requirement
MATH C and /or A	Algebra (3*, dependent upon ALEKS® results)
NUTR 1	Fundamentals of Nutrition (3)
PHIL	Choose from PHIL 20W, 40W, 122, or 151 (3)
PSYC 1	Introduction/Fundamentals of Psychology (3)
PSYC 30	Introduction to Lifespan Development (3)
PSYC 63	Statistical Methods (3)
RLST 75	World Wisdom Traditions (3)
SOCI 1	Introduction to Sociology (3)
NURS 001A	Transitioning to Nursing (1)
NURS 171	Pathophysiology (1)

2+2 Nursing Program Courses

NURS 001A. Transitioning to Nursing (1). Pre-nursing students taking this course will be introduced to the roles and responsibilities of the Registered Nurse. Students will be become knowledgeable about rules and regulations set forth by the California Nurse Practice Act as well as federal and state laws. This course will also cover the differences between professional nurses and paraprofessional nurses, the nursing process, nurse care planning in the delivery of patient care, and physical assessment.

NURS 171A. Pathophysiology Prep (1). Building on a foundational review of normal anatomy and physiology, this course will provide an introduction to the pathophysiologic mechanism and associated clinical manifestations of common disease. An overview of the use of concept mapping as a study technique will be utilized along with case study examination in order to prepare students for advanced course work in nursing.

Courses to be taken at Samuel Merritt University of Nursing are found in the Samuel Merritt University catalog. For a complete description of the courses taught at Holy Names University for any of the programs, refer to the respective sections of the Holy Names University catalog.

LVN TO BSN PROGRAM

The LVN to BSN program is designed for Licensed Vocational Nurses who wish to become Registered Nurses and acquire the Bachelor of Science degree. The program length is dependent on any transfer coursework already completed by the student and the number of units taken by the student each term. Most students elect to take about 12 units a term, which is a fulltime load and makes them eligible for financial aid. In addition, students are offered the opportunity to “test out of” the first two courses in nursing.

Students registered in the LVN to BSN program are expected to earn at least a B- in the required science courses (Anatomy, Physiology, Chemistry, Biology, and Microbiology). If a grade of C+ or lower is earned, a student may repeat one class one time in order to earn a B- or better grade. A second grade of C+ or lower in a science class will result in disqualification from the program. Any previously completed science courses must have been completed in the past 7 years and must have been completed with a B- or better to be considered for substitution. All science courses must be complete PRIOR to taking nursing classes (except Transitions or Health Assessment). Furthermore, all nursing courses must be taken by Levels (Level I to III).

General education courses required in the program that were successfully completed at an accredited community college or a four year college/university and are equivalent in content and units can be transferred to HNU. Students are admitted in the fall and spring terms only. The program includes 83 units of coursework required by the California Board of Registered Nursing and 37 units of university required courses.

This program is designed for students who do not have any prior academic degrees. Once admitted to the program, the student is expected to complete all courses throughout the program at HNU, which means courses may not be taken elsewhere and transferred to HNU after admission.

The California 30 unit option to acquire a RN license is offered. New applicants must specify this option prior to entry and enrolled students may not switch to this option. No degree is granted with the 30 unit option.

Admission Requirements

The following are the minimum requirements to be eligible for admission to the LVN/BSN program:

1. A current California LVN license
2. A GPA of at least a 2.75 of all attempted and completed accredited college/university coursework
3. A letter of recommendation, personal statement and resume
4. International applicants must meet the minimum TOEFL score requirement listed in the International Undergraduate Admission Requirements
5. Proof of high school graduation (or equivalent) if the student has completed fewer than 30 units of transferable college/university coursework
6. Completion of an Interview conducted by Nursing Department faculty

Nursing Major Curriculum (61-64 units)

Level I

NURS 1	Transition to the Role of RN (2)
NURS 9	Fundamentals of Nursing (3)
NURS 9L	Fundamentals of Nursing Clinical (3)
NURS 31	Health Assessment (3)
NURS 41	Nursing Research (3)
NURS 100	Pathophysiology/Pharmacology (3)*
NURS 180	Epidemiology (3)

Level II

NURS 10	Care of Adults (3)
NURS 10L	Care of Adults Clinical (3)
NURS 11	Care of the Mentally Ill (3)
NURS 11 L	Care of the Mentally Ill Clinical (3)
NURS 120	Maternal Health (3)
NURS 120L	Maternal Health Clinical (3)
NURS 130	Care of Children (3)
NURS 130L	Care of Children Clinical (3)

Level III

NURS 140	Care of the Elderly (3)
NURS 140L	Care of the Elderly Clinical (3)
NURS 142W	Family and Community Health Nursing I (3)
NURS 142L	Family and Community Health Nursing I Practicum (3)
NURS 151	Leadership and Management in Nursing (3)
NURS 151L	Leadership and Management in Nursing Practicum (3)

**NURS 161 will be replaced by NURS 100. Either will be accepted for graduation prior to Summer 2015. After Summer 2015 all students will be required to take NURS 100 instead of NURS 161.*

General Education Courses (55-58 units)

Students must fulfill general education requirements established for the program. Courses should be taken in the weekend, or evening weeknight program format. Students will need to repeat any science courses in which grades below B- are earned, and may only repeat one science, one time.

ART	Specific course numbered 100-199 to be approved (3)
BIOL	1A Principles of Biological Science (4)
BIOL	11, 11L Human Physiology and Lab (3,2)
BIOL	17, 17L Anatomy (4, includes weekly laboratory)
BIOL	20, 20L Allied Health Microbiology and Lab (3,2)
CHEM 7	Introductory Chemistry for Health Science (4, includes weekly laboratory)
COMM 1	Essentials of Interpersonal Communication and Effective Speaking (3)
ENGL 1A	Critical Reading and Writing I (3)
ENGL 1B	Critical Reading and Writing II (3)
ISAC	Choose from ISAC 101, 102, 103, or 104
ISAC	Integrative Studies Across Cultures (3)
ISAC	195W Senior Colloquium (3)
LING	145 Linguistics (3) or completion of the Foreign Language requirement
MATH C and/or A	Algebra (3*, dependent upon ALEKS® results)
PHIL	Choose from PHIL 120W, 122, 140W, or 151 (3)
PSYC1	Introduction/Fundamentals of Psychology (3)
RLST 175	World Wisdom Traditions (3)
SOCI 1	Introduction to Sociology (3)
PSYC 63	Statistics

To graduate, students must successfully complete 120 units, 48 of which must be upper-division. The actual time needed to

complete the degree requirements is dependent on the number of units accepted as transfer into the University to meet requirements and the number of units pursued each semester.

Nursing Courses —LVN/BSN

Students may begin taking nursing courses according to the Levels outlined by the nursing department and must be taken sequentially once all science prerequisites are met. The Director of Nursing Student Experience will advise them of their eligibility to begin nursing courses.

1. Transition to the Role of the RN (2). In this course the scope of practice, and the standards of competent performance of the Registered Nurse as defined by the California Board of Registered Nursing are discussed. Students learn about the role of the professional nurse and how that role is enacted in a variety of healthcare settings. Advocacy for the patient, interdisciplinary involvement, and the code of ethics for nurses are presented. Being a team player is emphasized as is the use of evidence to support decisions for providing primary, secondary, and tertiary prevention interventions.

9. Fundamentals of Nursing (3). The focus of this course is on expanding the students' knowledge used for basic nursing care of the medical/surgical patient to encompass the practice role of professional nursing. The nursing process, use of the conceptual model, and critical thinking in the planning and delivery of safe, culturally-sensitive nursing interventions are addressed.

9L. Fundamentals of Nursing Clinical (3, Pass/Fail). This course focuses on the implementation of concepts explored in NURS 9, Fundamentals of Nursing. As a member of a healthcare team, students will deliver safe, culturally-sensitive nursing care to adults in a variety of healthcare settings. Concurrent enrollment in NURS 9 is required.

10. Care of Adults (3). The focus of this course is on the role of the registered nurse as a planner and critical thinker who uses scientific, ethical, and cultural evidence to deliver safe and patient-focused primary and secondary prevention and interventions to patients experiencing or recovering from illness. Emphasis is on helping the patient attain and retain health while being an advocate for the patient as a member of the healthcare team. Concurrent enrollment in NURS 10L is required.

10L. Care of Adults- Clinical (3, Pass/Fail). This course focuses on the implementation of the concepts learned in NURS 10, the adult care theory course. Emphasis is placed on the delivery of safe, patient-focused primary, secondary and tertiary prevention interventions as a member of the healthcare team. The focus is on helping the adult attain, retain, and maintain a healthy state. Concurrent enrollment in NURS 10 is required.

11. Care of the Mentally Ill (3). This course prepares the student for the care of the individual experiencing mental illness. The student will learn about therapeutic communication techniques, interpersonal skills and mental health concepts as they relate to the needs of the patient with a mental disorder. Emphasis will be placed on the use of secondary and tertiary prevention

interventions to help the patient retain and maintain a healthy state. Concurrent enrollment in NURS 11L is required.

11L. Care of the Mentally Ill Clinical (3, Pass/Fail). The focus of this course is on the use of psychiatric principles, interpersonal skills and good communication in the delivery of inpatient nursing care to patients with acute and chronic mental health disorders. Using secondary and tertiary prevention interventions the student will help the patient attain and maintain a functional state of wellness. Concurrent enrollment in NURS 11 is required.

31. Health Assessment (3). The focus of this course is on learning the skills to assess the physical and psychosocial aspects of individuals (with an emphasis on adults). Emphasis is placed on distinguishing normal from abnormal and on variations that are a result of age, ethnicity, and gender. In addition to didactic learning, the student is provided the opportunity to practice, in a structured laboratory setting, using simulation, the health assessment skills being studied.

41. Nursing Research (3). Quantitative and qualitative research methods are introduced in this course. Emphasis is placed on preparing students to be critical consumers of nursing and healthcare research. Students will critique research articles and complete a review of the literature on a subject of choice. Cross listed as NURS 141. Prerequisite: Completion of a statistics course or concurrent enrollment.

100. Pathophysiology/Pharmacology (3)* This course introduces and integrates general principles of pharmacology and pathophysiology with the science of nursing. The emphasis is on mechanisms by which disease occurs and/or body systems fail and the nursing and pharmacological management of the disease process.

**After summer 2015 this course will replace 161, until then it may be taken in addition to 161.*

120. Maternal Health (3). Critical thinking and evidence-based practice when caring for childbearing women are the focus of this course. Designing care that is consistent with the needs of the woman during the reproductive life cycle and beyond will be covered in this course. Primary and secondary prevention interventions will be emphasized in this course as a way to help the child-bearing woman maintain a healthy state. Concurrent enrollment in NURS 120L is required.

120L. Maternal Health Clinical (3, Pass/Fail). The focus of this course is on the implementation of the concepts learned in the NURS 120. Understanding and implementing the best practices for woman during the reproductive life cycle and beyond will be emphasized. Twelve hours of clinical practice per week is required. Concurrent enrollment in NURS 120 is required.

130. Care of Children (3). The emphasis of this course is on the care of sick children in order to promote the attainment of their wellness. Critical thinking and clinical judgment are emphasized as a way to assist children and their families in the

promotion and maintenance of health and the prevention of and/or recovery from illness. Primary and secondary prevention interventions are emphasized as ways to attain, maintain and/or retain healthy states. Clinical problems and case studies, as well as, lectures will be used in this course to cover a variety of illnesses often experienced by children and the role of the nurse as the care provider. Concurrent enrollment in NURS 130L is required.

130L. Care of Children, Clinical (3, Pass/Fail). This course focuses on the implementation of concepts learned in NURS 130 the Care of Children theory course. The focus is on making evidence-based judgments that allow for safe care while involving the family when needed. Primary and secondary prevention interventions are learned so the family can attain, maintain, and/or retain healthy conditions of their children. Concurrent enrollment in NURS 130 is required.

140. Care of the Elderly (3). This course focuses on the care of the elderly. Students will learn to use critical thinking and evidence to assess, plan, implement, and evaluate the care they provide to elderly persons in hospitals and long term facilities. Secondary and tertiary prevention interventions will be implemented in order to help the patient attain, maintain, and/or retain a state of wellness. Concurrent enrollment in NURS 140L is required.

140L. Care of the Elderly Clinical (3, Pass/Fail). This course provides the student with an opportunity to function as a nurse in the care of elderly patients from diverse cultures and ethnicities in sub-acute, long term care and rehabilitation care settings. The student will apply the concepts learned in NURS 140 in providing ethno-cultural secondary and tertiary prevention interventions to elderly patients experiencing acute and chronic health problems. Concurrent enrollment in NURS 140 is required.

142W. Family and Community Health Nursing I (3). The community as a client and as a resource is the framework of this course. Community assessment, program planning and evaluation, the identification of high risk groups (including the family), and the role of the nurse in public, private, and voluntary health related agencies is studied. Prerequisites: A course in epidemiology (NURS 180 or its equivalent) and ENGL1B and concurrent enrollment in NURS 141L.

142L. Family and Community Health Nursing I Practicum (3, Pass/Fail). This course provides the student with an opportunity to function as a nurse in a community setting in order to apply the concepts learned in NURS 142(W). Concurrent enrollment in NURS 142(W) is required.

151. Leadership and Management in Nursing (3). This course focuses on the nurse's role as a leader/manager in a healthcare setting. Emphasis is placed on the principles of leadership and how they are used to define the nurse's management style. Concurrent enrollment in NURS 151L is required.

151L. Leadership and Management in Nursing Practicum

(3 Pass/Fail). This course provides the student with a practical experience in the implementation of a leadership/management role in an agency that delivers health care. Students will work with preceptors developing their own leadership style and management strategies. Concurrent enrollment in NURS 151 is required.

180. Epidemiology (3). Basic concepts and methodologies used to study health and disease in human population. Measures of disease frequencies and associations, descriptive and analytical study designs, evaluations of relevant literature and uses of epidemiology in health care. Lecture 3 hours. Prerequisite: BIOL 1A

LVN 30 Unit Option Courses

NURS 10/10L	Care of Adults theory and clinical (6)
NURS 11/11L	Care of the Mentally Ill theory and clinical (6)
NURS 140L/140LW	Care of the Elderly theory and clinical (4)
NURS 151X/151L	Leadership and Management in Nursing theory and clinical (4)
BIOLA 11/11L	Human Physiology (5)
BIOLA 20/20L	Microbiology (5)

RN TO BSN PROGRAM

The RN to BSN program is designed for registered nurses who wish to pursue a baccalaureate degree in nursing while employed. The nursing courses are scheduled from 6:00 - 10:00PM on Monday, Tuesday, Wednesday, and Thursday nights biweekly, with the clinical experiences taking place one day per week in a setting close to the student's home that is agreed upon by faculty and student. The courses are available in an accelerated format (7-8 class sessions rather than 16 per term) and are offered in alternating weeks so two or more courses can be completed during a week-long time period. Dependent on the course load, the program could be completed in 18 months. The nursing courses may also be offered in an online hybrid format.

Admission Requirements

Students must submit the following:

1. A current California license as a Registered Nurse or an interim permit.
2. A GPA of at least 2.75 in all attempted and completed college/university coursework.
3. An Associate Degree in Nursing (ADN) or a diploma from a hospital school of nursing.
4. Students with a diploma from a hospital school of nursing may obtain 30 units of degree credit by successful completion of advanced placement tests for admission to upper-division nursing. A fee is charged for taking these tests, e.g. the NLN.
5. International applicants must meet the minimum TOEFL score requirement listed in the International Undergraduate Admission Requirements.

Students with an Associate Degree in Nursing interested in the RN/BSN program may transfer up to 70 semester units of

completed coursework, including 30 semester units of nursing, from a community college. These units should include academic credit for lower-division coursework in Anatomy/Physiology, Microbiology, Psychology, Sociology or Anthropology, and English (Freshman composition).

All students in the RN/BSN program must have Professional Liability insurance (\$1,000,000/\$3,000,000) when registered in a clinical practice course. The cost for this insurance will be collected by the University when the student enters the first clinical practice course.

Student performance in clinical practice courses in the RN/BSN program is judged using a “pass” or “fail” system. Student achievement in all other courses in the program is based on the established grading system of the University. See the Holy Names University Catalog for a description of the grading system.

General Education Curriculum

Students enrolled in the RN/BSN degree program must complete Holy Names University general education courses, as outlined in this catalog.

RN/BSN Nursing Major Curriculum (31 units)

The upper-division units in the nursing major include the following:

NURS 131	Physical Assessment (Child and Adult) (2)
NURS 131(L)	Physical Assessment (Child and Adult) Lab (1)
NURS 132	Theoretical Basis of Professional Nursing Practice (3)
NURS 141	Nursing Research (3)
NURS 142(W)	Family and Community Health Nursing I (3)
NURS 142(L)	Family and Community Health Nursing I Practicum (3)
NURS 151	Leadership and Management (3)
NURS 151(L)	Leadership and Management Practicum (2)
NURS 153	Healthcare Economics (2)
NURS 171	Pathophysiology (3)
NURS 172	Informatics (3)
NURS 195(W)	Senior Seminar (3)

Additional RN/BSN Program Requirements (9 units)

All students in the RN/BSN nursing program must also complete 3 specific courses.

NURS 180	Epidemiology (3)
PSYC 63	Statistics (3)
One related upper-division biological or social science course (3)	

Successful completion of the general education requirements, the nursing Major requirements, and the 9 units of additional upper-division courses are required for graduation. Students must successfully complete 120 units to graduate, 48 of which must be upper-division. The actual time needed to complete the degree requirements is dependent on the number of units accepted as transfer into the University to meet university requirements and the number of units pursued each semester.

Public Health Nurse Certificate Coursework

The Department of Nursing at Holy Names University offers the coursework needed for eligibility for the Public Health Nurse Certificate for those who:

1. Did not graduate from an accredited program (NLN or CCNE)
2. Do not have a Bachelor's Degree in Nursing but in another discipline
3. Are out-of-state graduates who may not have had the content areas listed below
4. Received their nursing education outside of the United States.

To meet the Public Health Nursing Certificate requirements, specific public health content must be completed at a university accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or any other body approved by the Board of Nursing (BRN, June 2000). The following courses meet the requirements for the Public Health Nursing Certificate if taken at Holy Names University.

Courses	BRN Requirement
PSYC 63	Statistics
NURS 131	Physical Assessment (Child and Adult)
NURS 141	Research
NURS 142(W)	Family and Community Health Nursing I
NURS 142L	Family and Community Health Nursing I Practicum
NURS 153	Legal-Health Care Financing Issues
NURS 171	Pathophysiology
NURS 172	Informatics
NURS 180	Epidemiology

Persons interested in completing courses for the Public Health Nurse Certificate who are not completing a degree must register at the University as a Special Status student. After completion of these courses, the student submits a Holy Names University transcript and an application to the Board of Registered Nursing in Sacramento. A copy of the application can be obtained from the California Board of Registered Nurses website.

Nursing Courses—RN/BSN

131. Physical Assessment (Child and Adult) (2). The focus of this course is on learning and using the skills needed to assess the physical, psychosocial, and spiritual aspects of individuals (adults and children). Emphasis is placed on distinguishing normal from abnormal and on variations that are a result of age, ethnicity, and gender.

131L. Physical Assessment (Child and Adult) Lab (1, Pass/Fail).

132. Theoretical Basis of Professional Nursing (3). Concepts and theories related to professional nursing practice are presented in this course. The role of the nurse as an independent critical thinker who functions as a member of the healthcare team in a variety of settings is emphasized.

141. Nursing Research (3). Quantitative and qualitative research methods are introduced in this course. Emphasis is placed on preparing students to be critical consumers of nursing and healthcare research. Prerequisite: Completion of a statistics course or concurrent enrollment in PSYC 63.

142(W). Family and Community Health Nursing I (3). The community as a client and as a resource is the framework of this course. Community assessment, program planning and evaluation, the identification of high risk groups (including the family), and the role of the nurse in public, private, and voluntary health related agencies is studied. Prerequisites: A course in epidemiology (NURS 180 or its equivalent) and concurrent enrollment is NURS 142L; ENGL 1B.

142L. Family and Community Health Nursing I Practicum (3, Pass/Fail). This course provides the student with an opportunity to function as a nurse in a community setting in order to apply the concepts learned in NURS 142(W). Concurrent enrollment in NURS 142(W) is required.

151. Leadership and Management in Nursing (3). This course focuses on the nurse's role as a leader/manager in a healthcare setting. Emphasis is placed on the principles of leadership and how they are used to define the nurse's management style. Concurrent enrollment in NURS 151L is required.

151L. Leadership and Management in Nursing Practicum (2, Pass/Fail). This course provides the student with a practical experience in the implementation of a leadership/management role in an agency that delivers health care. Students will work with preceptors developing their own leadership style and management strategies. Concurrent enrollment in NURS 151 is required.

153. Healthcare Economics (2). This course focuses on the factors affecting healthcare economics and how to manage available resources. Federal legislation (Medicare Act of 1965, Diagnostic Related Groups, Ambulatory Payment Classifications (APCs), and the Balanced Budget Act of 1997) and advances in science and technology are studied as forces driving healthcare cost. Emphasis is on budgeting using cost benefit analysis to manage resources.

171. Pathophysiology (3). The continuum of health from wellness to illness is studied in this course. Emphasis is placed on the nurse's role in assessing and understanding the etiology, epidemiology, and pathogenesis and their effects on the life processes of people of all ages and populations.

NURS 172. Informatics (3 units). This course provides a basic understanding of nursing science, computer science, and information science to prepare students to effectively and efficiently use technology to identify, collect, process, and manage health care information. A focus on technology based health applications which support clinical, administrative, research and educational decision-making to enhance the efficacy of nursing is provided.

180. Epidemiology (3). Basic concepts and methodologies used to study health and disease in human population. Mea-

asures of disease frequencies and associations, descriptive and analytical study designs, evaluations of relevant literature and uses of epidemiology in health care. Lecture 3 hours. Prerequisite: BIOL 1A

195(W). Senior Seminar (3). This capstone course provides the senior student with an opportunity to synthesize previous learning in a self-selected and faculty approved area of inquiry. Prerequisites: NURS 131, 132, 141, 151, 151L, 153; ENGL 1B.

ACADEMIC POLICIES AND PROCEDURES FOR UNDERGRADUATE NURSING STUDENTS

Academic Planning and Registration

While individual programs vary, all students can expect their experience to conform to the following pattern during their time at Holy Names University.

Mathematics Assessment

The ALEKS® Mathematics Placement Assessment (www.aleks.com) is taken by all incoming students. Students are assessed in topics ranging from arithmetic through precalculus and assessment results are used for placement into mathematics courses. After assessment, an optional ALEKS® Prep and Learning Module is available for students who wish to self-remediate. Students who utilize this option may elect to complete a second assessment in order to improve their mathematics placement. For more information, please visit the HNU Math Placement Assessment page on the HNU website (<http://www.hnu.edu/academics/mathematics-placement.html>).

Language Assessment for International Students

A comprehensive English language assessment is conducted for all international students, undergraduate and graduate, whose first language is not English. Students whose proficiency is not sufficient to enroll directly in college-level English courses will enroll in appropriate English as a Second Language classes.

Lower-Division Work

(Freshman and Sophomore Years)

During the freshman year, the student will complete the Foundation in **Critical Thinking and Communication** requirements and begin to fulfill the **Disciplinary and Interdisciplinary** requirements. These general education requirements provide exposure to a range of disciplines prior to specialization in a major. It is recommended that most general education requirements be completed during the first two years of study.

A student who is unsure about his or her choice of major may explore several fields of study during the first two years. However, students should be aware that many majors, especially in the biological sciences, business, and music, require substantial lower-division work that should be completed during the first two years.

Upper-Division Work

(Junior and Senior Years)

During the junior and senior years, students concentrate on upper-division requirements for the major and complete the writing and remaining general education requirements. The

senior year includes a capstone seminar (ISAC 195W) which integrates the studies in the major with the student's general education program.

Academic Advising

The Advising and Learning Resource Center assigns an academic advisor to each undergraduate student. Advisors work with students to help them develop individual academic plans that meet academic goals and fulfill graduation requirements for both general education and specific majors and minors. Academic advisors are readily available to assist students in meeting their academic responsibilities; however, they also expect students to be proactive their academic planning. To this end, students are encouraged to get to know their academic advisors and to become familiar with requirements for their intended degree. Together the advisor and student work to design a balanced academic program.

Incoming freshmen and transfer students who are undecided about their major will work with staff in the Advising Center who can assist them with their campus and academic transitional needs and assist them in exploring possible majors. Students who have declared a major are assigned an advisor in their discipline who may be either a faculty member or a professional academic advisor in the Advising Center. Students pursuing a related fields, self-designed, or double major are assigned an advisor for each discipline. In all cases students have ongoing access to faculty in the major for mentoring and discipline specific guidance including graduate school and career options.

Academic Planning

Students are responsible for maintaining ongoing contact with their advisors and for ensuring that they have been advised each semester in order to be cleared to register for the following term. Early planning and regular communication with an advisor will facilitate proper sequencing of courses, and will assist students in completing their degree program in a timely manner. Students who wish to drop courses or make other adjustments to their course load should be certain to consult with their advisor and any other relevant departments (such as International Student Services, Financial Aid or Athletics) as such changes may affect eligibility or impact their timeframe for degree completion.

In addition to helping students complete their major course of study, academic advisors also counsel students on academic success and assist students in finding additional academic and non-academic resources both on and off campus to enhance their educational experience and personal growth.

Adult Baccalaureate Degree Program

Since 1981, Holy Names University has offered classes to adult learners on the weekends. In 1998, Holy Names University added weeknight accelerated degree programs. Weekend and evening classes are particularly suited to those students who want to complete a college degree but who find weekday classes inconvenient or incompatible with career or family responsibilities.

Weekend and evening classes are intense learning experiences. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, students can expect to spend 6-8 hours per week studying.

Courses in the Adult Baccalaureate Degree Program are offered either in **semester** (15 weeks) or **term** (7 weeks of accelerated study) format. There are two semesters and six terms per year. Courses in the traditional semester mode are also open to the adult program students. Classes meet for three hour blocks of time, typically weekday evenings 6:30–9:30 pm, Friday evenings 7:00–10:00 pm, Saturday mornings 9:00am–noon, and Saturday afternoons 1:00–4:00 pm. Some meet weekly and others meet biweekly.

Students should access Blackboard to review the syllabi for their courses and do any pre-assignments in advance of the first class meeting. Syllabi for classes are available to registered students electronically at <http://blackboard.hnu.edu> approximately two weeks before the beginning of the class.

An orientation program designed to familiarize new students with Holy Names University is held prior to the beginning of each semester. The orientation program includes information on academic advising, registration, and student support services.

Adult students who have not previously completed the HNU Math requirements for their programs are required to complete the same assessments as those in the traditional program. (Please refer to the previous section, Planning an Academic Program.)

Academic advising is an integral part of the university experience. New students meet with academic advisors to plan a course of study and select classes for the first term. In subsequent terms, the student is responsible for contacting his/her academic advisor regarding the courses to be taken. An ABD or BSN student may take classes in the traditional undergraduate program. However, if 50% or more of the units in any semester are taken in the traditional program, the adult student will be charged the traditional student tuition rate for all units in that term.

Attendance at all class sessions is extremely important for successful achievement of the learning goals of a course. If an emergency necessitates missing a class session, students are responsible for contacting instructors as soon as possible to negotiate make-up assignments. A student who misses more than one class in the term or semester may receive a grade of F.

Sources of Important Information

It is the student's responsibility to be well-acquainted with the materials in this Catalog, the Schedule of Classes, and the HNU website, as well as official communications from the University. It is also each student's responsibility to access Blackboard, Hawk's Edge online system, and HNU email account regularly.

Registration

Students are required to register prior to the beginning of each term. The registration process includes meeting with an academic advisor to select courses, registering for classes online through Hawk's Edge, and arranging a payment plan. Specific instructions concerning course offerings, class hours, fees, and registration procedures are with the online Schedule of Classes. All new students receive instructions concerning registration after their admission forms are completely processed. In general, new students register in person at the beginning of their first term. Continuing students complete their registration online according to the procedures on the HNU website. In addition to registering online, the student must also have paid all University bills due or have made satisfactory provisions for paying them in order to be registered.

While the University seeks to accommodate academic program needs of all students, there are times when priority registration may be given to graduating seniors who have adhered to registration guidelines.

Schedule Adjustments

Attending a class, failing to attend a class, or informing an instructor of the intent to drop or add a class does not constitute an official change of registration. All changes in registration must be done online via Hawks Edge or in writing via a Schedule Change Form through the Student Resource Center. Failure to officially drop or withdraw from a class will result in a grade of "F" in the course. Graduate students are required to observe the same procedures for changing courses as undergraduate students.

Add and Drop

Schedule adjustments can be made prior to the beginning of a term and during the add/drop period by making changes online via Hawks Eye or by filing a Schedule Change Form in the Student Resource Center by the published deadlines. Courses dropped by the drop deadline do not appear on a student's transcript.

Withdrawal from a Class

Enrollment in a class can be discontinued after the drop deadline by filing a Schedule Change Form in the Student Resource Center by the published withdrawal deadline. Courses from which a student withdraws appear on the transcript with the neutral grade notation of W.

Deadline Appeals Committee

Requests for exceptions to registration deadlines can be sent in writing to the Deadline Appeals Committee, care of the Registrar. This step must be taken no later than the end of the academic term following the term in which the problem arose. Decisions of this committee may be re-considered by the Vice President for Academic Affairs in academic matters, or the Vice President for Finance and Administration in financial matters.

Catalog Requirements Under which a Student Graduates

An undergraduate student remaining in attendance in regular sessions at Holy Names University will meet the complete set of requirements in effect at Holy Names University at the time of

entrance. If graduation requirements change during a student's attendance, the student may elect to meet the complete set of requirements in effect at the time of entrance or the complete set of new requirements. The Registrar may authorize or require substitutions for discontinued courses. A student declaring or changing his or her major or minor field of study is required to complete the major or minor requirements in effect at the time of the declaration or change. If attendance is maintained, changing one's major or minor will not change catalog rights for General Education or other graduation requirements beyond the major or minor. A break in attendance for two or more years will make the student subject to the General Education and major requirements in effect at the time of re-enrollment.

Continuous attendance means taking a minimum of six (6) units per year. Absence due to an approved leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Leave of Absence/Withdrawal

A student who wishes to withdraw from the University with the option of returning at a specified time in the future, may apply for a Leave of Absence. A student who wishes to withdraw from the University indefinitely may apply for a Withdrawal. The necessary forms are obtained from and filed with the Student Resource Center. Either form requires the signatures of several of the officers of the University, to indicate that a student is in good standing, both academically and financially. Students who leave in good standing are welcome to resume studies at any time within specific time limits. In the case of undergraduate students, study must resume within 2 years of the most recent enrollment (see below). Any student who discontinues coursework without filing an official withdrawal receives a failure in all courses not completed. Undergraduate students who are academically disqualified and wish to reenroll, must apply for reinstatement. These students do not qualify for a Leave of Absence and/or Withdrawal.

Academic Re-enrollment

Undergraduate students who leave the University may return without filing a formal application for readmission if they meet all of the following conditions:

- The student left the University in good academic standing.
- The student has cleared all University financial obligations.
- The student is returning to the University within two years from their last term of attendance.

Students re-enrolling who have attended another university or college are required to submit transcripts of coursework completed at the other institutions. Undergraduate students who return to the University after an absence of two years or more need to complete a Readmission Form in the Success and Retention Office in Brennan Hall. They are expected to meet the graduation requirements for both General Education and in their major in effect at the time of their readmission. Students who return after an absence of 5 years or more must apply anew to the University through the Admissions Office.

Credit

Credit in Residence

Credits are given in semester hours. The unit value of each course is noted in the description of the course.

Credit by Examination

Undergraduate students may claim credit by examination for a university course. This must be done before the start of the student's last term at the University. A maximum of six units may be earned by examination when administered by the University faculty. A form for Credit by Examination may be obtained from the Student Resource Center. Payment for the examination must be made in the Student Resource Center prior to taking the examination. With the approval of their advisors, students may petition for additional units of credit by examination. The petition should be filed in the Academic Affairs Office. After review, the student will be notified whether additional units by examination are acceptable.

Credit in appropriate subjects may also be given to students for having passed State Board Examinations or nationally scored examinations based on courses of a pre-professional nature.

Credit for Graduate Courses Taken at Holy Names University

An undergraduate student can take up to 6 units of graduate coursework at Holy Names University and apply these credits toward a Bachelor's degree. If an undergraduate student wants to take a graduate course, the student's advisor and the graduate Program Director must approve this decision. If the student matriculates into the appropriate graduate program, up to 6 units of graduate credit taken as an undergraduate at Holy Names University may be counted toward the graduate degree with the approval of the Program Director. The student must understand that taking a graduate course does not mean the student is accepted automatically into a graduate program.

**Due to the regulations of the Board of Behavioral Sciences, some graduate units taken by undergraduate students may not count toward the MA in Counseling Psychology.*

Credit for Individual Instruction

Baccalaureate students may register in increments of one to three units for individualized instruction, that is, in courses for which credit is granted on the basis of the amount of work accomplished. Examples of such courses include internships (196), field work (196), research (198), and independent study (199). The student must complete the number of units contracted within the designated term or within an agreed upon time up to one year if a Deferred Grading Petition is filed. Individualized instruction needs the approval of the instructor, the Chairperson and the Registrar. Ordinarily, students may apply no more than six units each of 196, 198, and 199 courses toward the Bachelor's degree.

Credits Through Cross-Registration

Full-time undergraduate students who have accumulated credits beyond the freshman year are given the opportunity to take one class per term on another campus. This consortium is subject to the limitations agreed upon between the cooperating institu-

tions. In the agreements arranged between HNU and several local institutions, students may take, on a space available basis, a course not available to them on the home campus. Tuition is paid to HNU at the applicable HNU student rate. Rules of the host campus apply to the academic work, and cross-registration students are responsible for obtaining information about the policies and academic deadlines of the host institution. Currently, HNU has agreements with the Berkeley City College; California College of the Arts; California State University, East Bay; College of Alameda; Laney College; Merritt College; Mills College; St. Mary's College of California; and the University of California, Berkeley. Forms to initiate such study are available in the Student Resource Center.

Through this agreement, students may join the Army or Air Force ROTC Program at U.C. Berkeley. The student takes one class per term at the University and consults the ROTC Recruitment Office about various programs of study.

Graduate students have the opportunity to cross-register at the GTU in Berkeley. The same guidelines listed above apply.

Credit for Portfolio-Evaluated Experiential Learning (PEEL)

Recognizing that learning is a lifelong process that can be acquired outside of standard institutional processes, HNU will grant undergraduate credit for work that relates to a student's overall academic program and is demonstrable at a level appropriate for college credit. The work must also be appropriate to the mission and goals of Holy Names University. The learning that can support academic credit may be based on such experiences as training acquired in professional or volunteer work; attendance at professional workshops or conferences; independent reading, travel, and scholarship; public performance or exhibition of creative work; and competencies acquired in pursuit of license or certification, among others.

The following sections on Student Eligibility and Fee Structure define the policies that govern HNU's Portfolio-Evaluated Experiential Learning program. The Guidelines for Portfolio-Evaluated Experiential Learning that detail the procedures for implementing the policy are available on-line.

Student Eligibility

1. Students may apply for a maximum of thirty units in experiential learning.
2. Students may petition for credits from experiential learning if they:
 - transfer in with a grade point average of 2.8 or higher, or
 - have completed 12 units at HNU with a grade point average of 2.8 or higher, or
 - receive permission from the Office of Academic Affairs.
3. Petitions must be submitted at least one full term before expected graduation. Credit will be posted to the student's transcript after completion of academic residency requirement (24 units).

Fee Structure

Fees are paid on an individual course-by-course basis. The

initial application/counseling fee will be \$125 and an evaluation fee for each course will be \$325. Fees are charged for services performed, not for credit granted, and must be paid in advance of work being evaluated or credit being posted.

Advanced Placement

The University grants elective or General Education credit for college-level courses taken by high school students in the Advanced Placement Program, administered by the College Board. Lower-division credit is given for most courses passed with a test score of 3 or higher. Most examinations are designed to validate study considered to represent a full academic year of college study of the subject, or 6 semester units. Students may receive credit for up to 30 units of AP work. Please inquire in the Registration Office for specific credit guidelines.

International Baccalaureate

The University recognizes the International Baccalaureate program and its examinations. Students who have been awarded the I.B. Diploma may be granted up to 38 semester units. Students who have earned an I.B. Certificate will be awarded 6 semester units for each higher examination passed with a score of 5 or higher.

Courses From Other Institutions

In general, Holy Names University accepts transfer courses from regionally accredited institutions or international institutions recognized by the Ministry of Education in the appropriate country, provided that these courses are intended to meet degree requirements at the sending institution, are not remedial, and are passed with grades of C- or higher. California community college courses are typically transferred according to California State University guidelines. Credit for P.E. activity courses is limited to 6 semester units. The maximum number of units that may be transferred to Holy Names University is 90 semester units, of which no more than 70 semester units may come from community college.

In cases where a student presents transfer work from domestic institutions lacking regional accreditation or international institutions lacking recognition by the appropriate Ministry of Education, the University requires the student to present convincing documentation about the quality, comparability, and applicability of the course(s) in question. This documentation may include such items as course syllabi, credentials of the faculty member, and a portfolio of work completed for the course. In the case of online or correspondence courses, the student must present evidence that the student who completes and receives credit for the course is the same one who registered and that the integrity of course examinations is protected. In evaluating the quality and comparability of a course applicable to a Holy Names degree, student outcomes for the course, evidence of comparable rigor, and the nature of the course experiences will be considered. The faculty in each major area decide which transfer courses may be used to satisfy requirements in the major.

College Level Examination Program (CLEP)

This program, administered by the College Board, is designed

to evaluate undergraduate college-level education not obtained through traditional means. The general tests assess comprehensive achievements in specific courses at the undergraduate level. The University grants six unspecified semester units for each general test for which the student has earned a score of 50 (50th percentile) or above. Three semester units for special subject tests for which a score of 50 (50th percentile) or above has been earned can be attributed to lower-division coursework in the major, subject to departmental approval. The units earned are for credit, not for a letter grade. Students may receive credit for up to 30 units for CLEP examinations.

Credit for Extension Classes

A maximum of six approved extension semester units may be counted toward the Bachelor's degree. Courses in the major must have the approval of the student's faculty advisor. To be an approved extension course, the course must have sufficient hours of instruction, outside assignments, and methods of evaluation that are comparable to those of regular classes, and an instructor as professionally qualified as one for regular classes. Any such units must be in courses which would be acceptable in Holy Names' degrees and must come from accredited institutions that would accept the units toward their own degrees.

Credit for Cooperative Education

The University accepts undergraduate credit for cooperative education earned at an accredited institution with an organized academic program in experiential learning. Validity of the study is recognized provided that: 1) it was planned with faculty guidance and definitely related to academic coursework, and 2) it was directed by a qualified supervisor and evaluated both by the supervisor and the responsible faculty member of the credit-granting institution. Acceptance of the transfer credit in cooperative education is limited to 12 semester units.

Credit for Military Training and USAFI

Holy Names grants credit for military training in accordance with the recommendations of the American Council on Education in the Guide to the Evaluation of Educational Experience in the Armed Forces. In order to receive such credit the student must present evidence by written certification from a recognized military authority, such as papers from a military separation center, AARTS transcript, an official copy of a diploma from a service school, or USAFI transcript. Holy Names University is a Servicemembers' Opportunity College (SOC). As a SOC member, Holy Names University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. Students may receive credit for up to 30 units of military training.

Credit for Non-collegiate Instruction

Holy Names grants undergraduate degree credit for successful completion of non-collegiate instruction, appropriate to the Baccalaureate, that has been recommended by the Commission on Educational Credit and Credentials of the American Coun-

cil on Education. The courses and number of units allowed are those recommended in the National Guide to Educational Credit for Training Programs. Credit granted for non-collegiate instruction is not generally applied to general education or requirements for the major and is limited to 12 semester units.

Student Enrollment Status and Unit Load

Students should design their programs with the understanding that one unit of credit represents three hours of academic work weekly for the entire term. For every fifty-minute class period, the faculty expects that, as a norm, students will be engaged in two hours of additional academic work. Thus, for 15 units of credit, the students should anticipate spending a minimum of 45 hours each week of the term on academic work. Students who propose to take more than 18 units per term and go into overload status must obtain special permission from their academic advisors and the Associate Dean for Academic Affairs. Students who are combining study and work must exercise particular care to arrange an academic program that is manageable.

Adult learners who are taking courses in the Adult Baccalaureate Degree program and graduate students must carefully combine their other responsibilities with the intense learning experience adapted to weekend and accelerated timeframes. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, adult students can expect to spend 6-8 hours per week studying.

Full-time Undergraduate Status

A full-time undergraduate student is one who is registered for 12 or more units per semester.

International Undergraduate Students

All undergraduate international students (holding F-1 visas) must take a minimum of 12 units each semester in accordance with the full-time study requirements of U.S. Immigration and Customs Enforcement.

Veterans' Enrollment Status

For undergraduates, 12 units are considered full-time, 9-11 are three-quarter time, and 6-8 are half-time. Information concerning the University's procedures for certifying veteran enrollment may be obtained from the Registrar's Office. Processing of veterans' enrollment status takes place only after official registration.

Auditing

Permission to audit a course must be received from the instructor and academic advisor, and the course must be listed in the Schedule of Classes. Laboratory courses, some studio courses, and Independent Study courses may not be audited. Regular attendance is expected. No subsequent academic credit (e.g., by examination) may be based on classes which are audited.

Students who have completed a degree or certificate at Holy Names University have the privilege of attending further

courses at the level of their degree or certificate without tuition charge. Arrangements for alumni who wish to sit in on a class are made with the faculty member and registration must be completed through the Student Resource Center. Graduated alumni do not pay the tuition or audit fees but must pay the Campus Fee, which enables them to utilize campus resources. Subsequent academic credit is not allowed. This tuition-free auditing policy does not apply to courses that are part of another program into which the student has matriculated.

Evaluation

Grades

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. Instructors file course grade reports at the end of each term according to the following standard:

- A** Excellent achievement. The student performs at a superior level and more than satisfies all requirements of the course by being able to treat the course content with unusual skill, often creatively.
- B** Good work, better than satisfactory. The student does more than meet all requirements of the instructor for the course.
- C** Satisfactory work. The student completes all assigned work in an acceptable fashion.
- D** Poor work, barely passing. This grade represents work that is in some manner unsatisfactory.
- F** Unacceptable work
- CR** Credit.
- NC** No credit.
- I** Incomplete. This temporary grade is granted in extenuating or emergency circumstances and is accompanied by a contract for completion of the course requirements within a set timeframe.
- IP** In progress. This temporary grade is granted when work that could be completed in one term extends beyond the end of that term; student must re-enroll for the course in a subsequent term and tuition/fees apply.
- DE** Deferred Grading. This temporary grade is granted for experiential classes that require a set number of hours in placements; it is accompanied by a contract for completion of the course requirements within a set timeframe.
- FN** Failure, Not Graded. This grade is entered when no grade is received from the faculty member and may indicate an unofficial withdrawal or other registration issue.
- P** Pass
- AU** Designates audit. The student does the reading assignments, attends all classes, but does not submit written work or take examinations.

Grades are sometimes modified by plus (+) or minus (-) with the following exceptions: Grades of A+ and D- are not given. Quality of grade points earned for each credit hour (unit) completed are assigned to each mark as follows:

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

Undergraduate students may repeat a course one time in which they earned a D+, D, or F grade. Students in the SMU-HNU undergraduate nursing program, or the LVN to BSN program may repeat one undergraduate class in which they earned a grade of C+ or lower, with approval of their academic advisor and the Program Director. Associated tuition and fees will apply in all cases. Only the grade points and unit credit of the repeated course are computed, and there is no penalty for the first attempt. However the letter grade of the first attempt does remain on the transcript and the student must pay again for the repeated units (financial aid will not be given for second attempts). These regulations regarding repeating courses only apply to courses taken at HNU both times and not to transfer courses from another institution.

When course grades are due, the faculty members are required to report a grade for each student in the class. If a student chooses not to complete on time some course requirement, the instructor will take this failure into account in determining the course grade. The extent to which the course grade is affected is determined by the instructor. Grades can be changed for only two reasons. First, the faculty member and student have agreed that an Incomplete or Deferred grade is appropriate, requiring a signed Incomplete/Deferred Grading contract on file by the deadline and a grade change form when the work has been completed. If the work is not completed by the deadline on the contract, the default grade of F is automatically entered. Second, a grade may be changed as a result of clerical error. Grades may never be changed because additional work has been turned in after the end of a semester or term, unless it is an Incomplete/Deferred Grading contract being fulfilled, or the faculty member has made a clerical error in grade computation.

Credit/No Credit For Undergraduates

So that they may investigate different academic disciplines, undergraduate students may take up to eight courses while in attendance at HNU as Credit/No Credit (no more than one course per term). ENGL 1A, ENGL 1B; ESLG 24A, ESLG 24B, ISAC 195(W) are excluded. Courses required as major preparation and for the student's major itself are excluded from Credit/No Credit grading except for academic internships. A student's level of performance must correspond to a minimum letter grade of C- if a Credit grade is to be assigned. No credits are earned with grades of D+, D, or F. The intention to enroll for CR/NC must be indicated to the Student Resource Center by the Add deadline. Students may change a CR/NC option to a letter grade until the end of the eighth week of the semester, or the third week of the accelerated term, but registration may not be changed from letter grading to CR/NC after the add deadline. No grade points are assigned in a course taken CR/NC. The units for which CR is achieved count toward the total required for graduation but do not affect the grade point average. No grade option can be changed after the term ends.

Incomplete for Undergraduates

A grade of I, Incomplete, indicates that some portion of the work for which the student has registered is incomplete as the result of an emergency situation beyond the student's control. Undergraduate students who have completed 80% or more of a course with a passing grade, but are unable to complete all the coursework on time, may petition for an Incomplete. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is Study Day for traditional undergraduate students and the final day of the term for ABD students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of an Incomplete is the end of the following term. A delayed final examination must be taken within three weeks after the beginning of the succeeding academic session. However, if the final depends on incomplete coursework the instructor may delay the examination until such work has been completed. Students who have accumulated more than two Incompletes as a result of illness or for other reasons will be asked to complete these courses before resuming regular study programs. Students who do not file a petition for an Incomplete prior to the deadline or who fail to complete the required work on time and in a satisfactory manner will receive an F for the course. Students failing to clear any incomplete grades with the time allotted may be required to curtail co-curricular and leadership activities.

In Progress for Undergraduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and successfully complete the course by the conclusion of the following term. Enrolling in the course for a third term is possible only in exceptional circumstances, with the permission of the Associate Dean for Academic Affairs. This option is reserved for ESLG 6, ESLG 24A, ESLG 24B, MATH A, MATH B/C, and MATH R.

Deferred Grading for Undergraduates

The grade of DE, Deferred Grading, on a record indicates that course requirements extend beyond the end of one term. This grade applies exclusively to experiential courses which require certain number of hours spent in experiential settings, such as Internships. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is Study Day for traditional undergraduate students and the final day of the term for ABD students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of a Deferred Grading class is one year. Students who do not file a petition for Deferred Grading by the deadline or who fail to fulfill the contract by completing the required work on time and in a satisfactory manner will receive an F for the course.

Pass/Fail Grades

Pass/Fail grading is used in selected Science labs and practicum courses within the Bachelor of Science and Master of Science in Nursing Programs.

Degree Completion and Honors

All candidates for Bachelor's or Master's degrees, certificates and credentials must complete a Candidate for a Degree form (available in the Student Resource Center) and pay a graduation fee well in advance of their intended date of graduation. The deadlines for filing the Candidate for a Degree form are listed in the Academic Calendar. (June 30 for December candidate; December 1 for May or August candidates.) The purpose of this notification is to provide time to verify with the advisor and the Registrar that all requirements have been met. Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.

Graduation

Degrees are officially recognized via postings on student transcripts in May, August, and December when students complete their entire program of studies. Degrees are publicly conferred only in May.

Diplomas are prepared and ordered after all grades are received, a final check of requirements is done by the Registrar, and the degrees have been recorded on the transcript. Diplomas and final transcripts are available approximately four months after the degrees are posted. Note that all financial obligations must be cleared before diplomas and transcripts can be released.

Ceremonies

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. The following policy related to participation in the commencement ceremony was passed in the Spring of 2014 by the Undergraduate Curriculum and Standards Committee. The schedule listed below allows for the phasing in of zero units to walk in the undergraduate commencement ceremony:

- For the 2014-2015 year, traditional undergraduate students with 6 units outstanding may participate in the 2015 commencement ceremony.
- For the 2014-2015 year, adult degree completion students with 9 units outstanding may participate in the 2015 commencement ceremony.
- For the 2015-2016 year, traditional undergraduate students with 3 units outstanding may participate in the 2016 commencement ceremony.
- For the 2015-2016 year, adult degree completion students with 6 units outstanding may participate in the 2016 commencement ceremony.
- For the 2016-2017 year and beyond, traditional undergraduate students may not participate in commencement unless all degree requirements are completed and/or are enrolled in their last degree requirements in the Spring.
- For the 2016-2017 year and beyond, adult degree completion students may not participate in commencement unless

all degree requirements are completed and/or are enrolled in their last degree requirements in the Spring.

Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

Academic Honors

Dean's List

The names of honor undergraduate students for each semester are placed on the Dean's List, and the student's transcript is marked with the appropriate distinction. To achieve mention on the Dean's List, a student must have completed 6 or more HNU units during the semester with a grade point average in the range of 3.50-4.00. Units taken during the academic year at other institutions (with the exception of courses taken by cross-registration while at HNU) will be excluded in the calculation.

To qualify for recognition, the student must have completed 6 units of coursework graded C or better. CR grades are excluded from computations. Grades of D+, D, F, or NC in any subject render the student ineligible for this recognition in the semester during which those grades were received. If at the time honors are calculated, a student has a grade of I, DE or IP for a course, the student may not receive honors recognition. If after the I, DE or IP has been resolved, the student's grade point average meets the Dean's criteria, it is the student's responsibility to bring his/her record to the attention of the Academic Affairs Office so that honors may be recalculated and posted to his/her transcript.

Honor Societies

Membership in honor societies is merited by students who meet the academic standards set by each group:

Alpha Theta Epsilon	English
Mu Phi Epsilon	International Music Honor Fraternity
Pi Delta Phi	National French Honor Society
Pi Gamma Mu	International Social Science Honor Society
Pi Kappa Delta	National Forensic Honor Society
Psi Chi	National Psychology Honor Society
Sigma Beta Delta	National Business Honor Society
Sigma Delta Pi	National Spanish Honor Society
Sigma Theta Tau	International Nursing Honor Society
Theta Alpha Kappa	National Religious Studies/Theology Honor Society

Honors at Graduation

Honors at graduation are conferred upon students who complete work for the Bachelor's degree with high distinction. These honors are recorded on the student's transcript. The student must have completed at least 45 units of credit in graded work on the A-F system taken at HNU. Graduation honors are based on all undergraduate coursework transferred into HNU and the work taken at HNU. Summa

cum laude indicates a cumulative 3.85 grade point average for all college work; magna cum laude, a cumulative grade point average of at least 3.7; and cum laude, a cumulative grade point average of at least 3.5. Students may also receive departmental honors upon the recommendation of the major department.

The Founders' Medal

The Founders' Medal is awarded each year, by vote of the faculty, to a graduating senior who has demonstrated unusually high quality leadership. Leadership is generally defined as the capacity to guide, to direct by example, toward a more humane life. Such capacity might be expressed in a variety of ways—through extracurricular activities, through civic work, through distinctive intellectual excellence, or through quiet evidence of admirable personal qualities—which would lead one to think: “This is an admirable human being whose acquaintance has enriched the lives of those who have been privileged to know him or her.”

Kappa Gamma Pi

The University nominates students at the end of their senior year to Kappa Gamma Pi, the National Catholic College Graduate Honor Society. Membership, which is limited to not more than ten percent of the graduating class, is based on scholarship, leadership, and service. Members are selected for recognition of past accomplishments and in anticipation of future service. To be nominated, a student must have these qualifications and have completed at least 60 units at Holy Names University.

Records

On Privacy of Student Educational Records and Annual Notification

The Family Educational Rights and Privacy Act (FERPA) and the California Education Code afford students enrolled in an institution of higher education (“eligible students”) and parents of dependent students certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.
Eligible students or parents should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the eligible student or parent of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the eligible student or parent believes are inaccurate or misleading.

Eligible students or parents may ask Holy Names University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the eligible student or parent, the University

will notify the eligible student or parent of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student or parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to “university officials” with “legitimate educational interests”. A “university official” is a person employed by the University as an administrator, supervisor, instructor, or support staff; a person serving on the Board of Trustees; a person or company with whom the University has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a student serving on an official committee, such as a disciplinary or grievance committee; or a student assisting another university official in performing his or her tasks. A university official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility and/or clearly specified duties.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and private information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and personally-identifiable information (PII) without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The University has designated the following student information “directory information”, and at their discretion may

release this information:

Category 1: name, address, email, telephone number, dates of attendance.

Category 2: major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates).

Category 3: past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

As required by Section 99.37 of the FERPA regulations, this serves as annual public notice of this action. Students have the right to withhold any item in "directory information", but must notify the University of such in writing (completion of university form, Request to Prevent Disclosure of Directory Information, available in the Student Resource Center), during their first term at the University. This hold will remain in effect until and unless changed subsequently by resubmitting a request form to the Student Resource Center.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Grade Reports

Grade reports made available electronically within three weeks of the end of a term. To protect student confidentiality, grades cannot be given out over the telephone.

Transcripts

Official transcripts of a student's academic record are issued for the transfer of credits to other colleges and universities and for the information of certifying agencies and employers. The academic record of any student will be sent at the student's written request to any institution or person designated by the student. To be regarded as official, the transcript must be signed by the Registrar, carry the seal of the University and be sent by the Student Resource Center directly to the recipient. Transcripts are withheld until financial obligations to the University have been met. For their personal use, students may view their transcript and/or degree audit report electronically. They will also receive a complementary transcript of their completed work along with their diploma or certificate.

Change of Name and Address

Students are required to report immediately all changes of name, address, personal email, or telephone number to the Student Resource Center. Official documentation (marriage license, divorce documents) must be submitted to the Student Resource Center when changes of name are reported.

ACADEMIC STANDARDS FOR UNDERGRADUATE STUDENTS

Academic Honesty

The University considers honesty vital to its academic life.

Therefore, it requires that students learn and abide by the standards of honesty expected in an academic community.

In general, academic honesty requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor.

Penalties and Reporting Procedures

Because they undermine the whole nature of academic life, all forms of cheating, plagiarism, and misrepresenting academic records are considered serious offenses in the academic community. In the event of violations, penalties will be imposed based on the degree of the offense. The individual instructor has the right and responsibility to make the course grade reflect a student's academic dishonesty. At the instructor's discretion, the student may receive a reduced or failing grade for a single piece of work or for the entire course in which there was academic dishonesty.

In cases of suspected academic dishonesty, the instructor initiates a 'Confidential Suspected Violation of Academic Honesty Report', making every effort to reach student by phone, email, and other modes of communication in order to discuss the circumstances. After 15 working days, the instructor completes the report—with or without an accompanying discussion with the student—sending a copy to the student and the original to the Academic Affairs Office, together with supporting documentation. These documents remain confidentially in the Academic Affairs Office, unless a copy to the student's permanent academic file is indicated by the instructor.

The Associate Dean of Academic Affairs shall endeavor to determine the extent of possible academic misconduct. If evidence of prior academic dishonesty is on record with the Academic Affairs Office, the student may be subject to suspension or dismissal from the University. All penalties may be appealed by the student according to the procedures outlined below. In all cases the confidentiality of the students and or the faculty members shall be upheld.

Student Appeal Process

See "Academic Appeals Concerning a Grade or Requirement in a Particular Course" on page 24.

Specific Violation of Academic Honesty

Specific violations of academic honesty includes plagiarism, computer-assisted plagiarism, misrepresentation of sources, distortion of information, use of written work prepared by others, and multiple submission of papers without the permission of instructors.

To give students practical guidance in adhering to these requirements, below are noted the following specific violations of academic honesty and the ways in which they can be avoided:

Plagiarism

Plagiarism (which comes from the Latin word, *plagiare*, to kid-

nap) is using the distinctive words or ideas of another as if they were your own. This includes all categories of expression: literary, artistic, scientific, mechanical, etc. All forms of plagiarism are violations of academic honesty.

In scholarship, another person's distinctive words and/or ideas are regarded as his/her intellectual "property". Respect for this "property" is as essential as respect for any property, and this respect is ensured when a student properly acknowledges the contributions of others to his/her work.

Awareness of debt to another person's work is essential in avoiding plagiarism, but it is not enough. Students must also be careful scholars. Therefore, to avoid plagiarism, students should:

1. Take accurate notes when reading. Quote accurately and paraphrase correctly. Carefully write down the author, book or periodical title, and page numbers of quotes and paraphrases.
2. When using quotes or paraphrases in a paper, acknowledge specific sources by internal references or footnotes.
3. Carefully cite author, title, publication data, and page numbers (where appropriate) of all sources consulted.

In all subjects, some facts and ideas are considered general knowledge and need not be cited. Instructors can answer questions about whether or not information falls into this category. Remember: when doubt exists, cite the source. Note: Careful scholarship applies to oral as well as written reports. In giving an oral report, students should also be aware of debts to sources. They should write down references in notes, acknowledge these references where appropriate throughout the report, and cite all sources upon request at the end of the presentation.

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

- If a student copies a computer file that contains another student's assignment and submits it as his/her own work.
- If a student copies a computer file that contains another student's assignment and uses it as a model for his/her own assignment.
- If students work together on an assignment, sharing the computer files or programs involved, and then submit individual copies of the assignment as their own individual work.
- If a student knowingly allows another student to copy or use one of his/her computer files and then to submit that file, or a modification thereof, as his/her individual work.

(Adapted from the Policy for Responsible Computing, CSU, Monterey Bay University)

Misrepresentation of Sources and Distortion of Information

All misrepresentations of sources and distortion of facts and/or ideas constitute a violation of academic honesty. This includes:

- All misleading or inaccurate references to authors, titles, publishing data, or page numbers in footnotes, internal references,

and bibliographies; and

- Any alteration of facts or ideas which misrepresents the meaning or intent of the original source (i.e., taking words out of context or misrepresentations of data in graphs, statistics, lab reports, etc.).

In order to avoid unintentional misrepresentations of information, students should take careful notes and transfer them accurately to their papers or reports. Before submitting work, students must proofread to verify the accuracy of statements and citations.

Use of Written Work Prepared by "Ghost Writers" or Others

Submission of written essays, research papers, science reports, laboratory results, computer programs, or homework assignments, etc. prepared by a person other than the student submitting the assignment as his/her own work constitutes a misrepresentation of academic work and is a violation of academic honesty.

Discussion of essay topics, problems, or lab projects with teachers or friends helps to generate and clarify ideas and is not only permitted but also encouraged (unless the faculty member states that the work is to be done independently). However, the written assignment or report that is the product of these discussions must be the work of the student, a written expression of his/her final reflections on the subject.

Multiple Submission

The same paper or report may not be submitted to two different classes in the same term, nor be resubmitted to another class in another term without the explicit permission of the instructors involved. To do so is a violation of academic honesty.

If, rather than write two separate papers, a student wishes to write a longer, more comprehensive paper or report that would incorporate the work being done in two related courses, the student must explain his/her academic goals for the project and secure the permission of the instructor in each class before starting work on the paper.

Specific Comments on Test-taking

Any assistance on in-class tests and quizzes is considered a violation of academic honesty. This includes verbal assistance from another student, sharing notes, sharing pre-coded computers or devices, and the use of any books or notes not explicitly permitted by the instructor. (These rules also apply to take-home tests, unless the instructor gives explicit directions to the contrary.)

In order to avoid any possible misunderstanding:

- Students should not bring books and notes, electronic or written, into the classroom on a testing day unless otherwise advised by the instructor.
- Students should avoid any interaction with other students during a test unless they have the explicit permission of the instructor.

Classroom Expectations

Guidelines for Responding to Disruptive Student Behavior

Holy Names University strives to provide a safe and secure environment for all students, employees and visitors. Acts of violence, threats and threatening behavior are not acceptable behaviors at Holy Names University and will not be tolerated. Students and instructors are expected to maintain professional relationships characterized by courtesy and mutual respect.

Disruptive behavior involves conduct that threatens or endangers the health or safety of any person. This behavior infringes upon the rights of members of the HNU community. Disruptive behavior is defined as any behavior in a classroom or other learning environment that interferes with the learning process. This includes, but is not limited to, environments of teaching, research administration, disciplinary proceedings, university activities, university life, community service activities or university authorized activities.

Examples of disruptive behaviors include, but are not limited to, verbal or physical abuse, verbal or physical threats, intimidation, harassment, coercion, repeated obscenities, argumentative and/or combative behavior or other obstructions, whether experienced verbally, physically, electronically or otherwise.

Scope

The scope of the policy includes persons:

- On university property
- At university sponsored events
- Fulfilling the duties of a university student off-campus (i.e. nursing clinical's, internships, conferences)
- Conducting university business or representing the university
- Engaging in any disruptive activity that results in a negative impact on the university or university community.

Response to Disruptive Behavior

- The Department of Nursing has a Suitability for Practice Committee which becomes activated in the case of disruptive behavior, not fitting of a professional nurse.
- In a situation of classroom or activity disruption, the instructor should first indicate to the student(s) that the behavior is disruptive and provide an opportunity for the individual(s) to conform to the expected standards of the class. It is hoped that in the majority of instances the matter can be resolved in this initial, informal manner.
- If the behavior continues, the student(s) should be given an immediate, direct, warning to discontinue the behavior.
- If the disruption continues or reoccurs at a later class the instructor may repeat the initial request to discontinue, or ask the student(s) to leave the classroom or university-sponsored event.
- If a student(s) refuses to leave upon request the instructor shall call Campus Safety to assist in removing the student.
- If at any time the instructor considers that he/she is in immediate danger or is concerned about personal safety, Campus Safety at ext. 1234 should be contacted. They will respond to the site and provide appropriate response to the immediate concern.
- In the situation where the student(s) has been asked to leave the class, the instructor shall notify, in writing, the Depart-

ment Chair, the Vice President for Academic Affairs, and the Vice President for Student Affairs. This report shall include information relating to the incident and subsequent steps taken for resolution.

- The Vice President for Student Affairs, or designate, will conduct a review of the incident. This review may consist of interview with the involved student(s), involved instructor, Department chair, Vice President for Academic Affairs, security and any other involved parties.
- The Vice President for Student Affairs, or designate, will then resolve the problem in the manner, which seems most appropriate. Examples of resolutions may include return to the class/activity with the expectation that behaviors will conform to expected standards, removal from the class/activity, change to another setting, suspension from the class for the semester, suspension from the University or any other resolution dependent on the circumstances.
- The Vice President for Student Affairs, or designate, will communicate the resolution of the situation to involved parties in writing, as is allowable by FERPA.

Attendance

Regular attendance at classes is not only expected but is considered essential for successful academic work. A student with excessive absences may receive a grade of F. Excessive absences are those which exceed the number designated in a class syllabus or total more than one-fifth of the scheduled class hours. The student must assume full responsibility for work missed because of absence, including any additional work assigned to compensate for the absence. Students will not be permitted to register for classes that overlap in meeting times and result in accumulated partial absences.

Final Examinations

Final examinations are given only at the day and hour specified in the published Final Exam Schedule. Any student who has an overly concentrated examination schedule should inform his/her instructors at the beginning of the term. With the approval of the department Chairperson, the instructor may negotiate a time change for the student in rare occasions.

Academic Progress and Status

To be in good standing, an undergraduate student must maintain a minimum cumulative and semester grade point averages of 2.0. Failure to do so may result in Academic Warning, Probation, or Disqualification from Holy Names University. The Academic Affairs Office notifies each student who is on academic warning or probation or is academically disqualified. All students are encouraged to seek assistance when their grades are not satisfactory. Academic advisors, faculty, peer advisors, and student affairs staff are available to assist students.

Unsatisfactory Progress Notification

Academic staff collaborate with faculty to monitor the academic progress of HNU students. Students may receive an Unsatisfactory Progress Notification from their professor should an academic concern arise. The UPN (Unsatisfactory Progress Notification) can

be completed at any point during the semester class session by the instructor and informs the student as to how the university can provide support in their academic pursuits.

Undergraduate Academic Warning

Undergraduate students who earn less than a 2.0 grade point average in any semester but maintain a cumulative grade point average of 2.0 or higher will receive a notice of Academic Warning from the Academic Affairs Office. The purpose of such a notice is to alert the student of the need to take immediate measures to improve academic performance. Failure to clear Academic Warning will result in being placed on Academic Probation.

Undergraduate Academic Probation

Undergraduate students will be placed on Academic Probation if:

1. they fail to clear Academic Warning status receiving a second semester grade point average below 2.0, or
2. their cumulative grade point average falls below 2.0.

During the probation period, students should not take more than 12-14 units. Students may also be asked to curtail cocurricular and leadership activities. Such limitations may necessitate attendance at one or more summer sessions, or require an extra term for graduation. A student who remains on probation for two consecutive semesters will be subject to Academic Disqualification.

Undergraduate Academic Disqualification

Undergraduate students will be subject to Academic Disqualification from further registration at Holy Names University if they:

1. fail to clear probation for two consecutive semesters;
2. earn a semester grade point average below 1.0;
3. fail three or more courses in any semester.

Undergraduate Academic Reinstatement

Disqualified individuals may consider petitioning for reinstatement as a student of Holy Names University. To do this, individuals must write a letter directed to the Associate Dean for Academic Affairs indicating the intention to petition for reinstatement. The letter must also explain the academic and/or life circumstances that contributed to academic disqualification. Students may be asked to provide additional supporting documentation, such as a letter from a doctor indicating medical hardship. Petitions are strengthened by inclusion of a discussion of changes that have occurred since academic disqualification that would support future academic success at Holy Names University. One such indication is often the Dean's request that the student take courses elsewhere that show progress toward the degree. The student should attempt to achieve an overall GPA of 2.0 when units and points from the transfer work are combined with the HNU units and points. Official transcripts of coursework completed in the interim at other institutions should be included with petitions for reinstatement. In evaluating a petition, Academic Affairs considers self-awareness, an understanding of the role of outside contributing factors, and commitment to future academic success to be important. Individuals are notified in writing of the outcome of their petition for reinstatement. When reinstatement is granted, students enter under reinstatement probation status in order to assist Academic Affairs in tracking

their academic progress. Academic reinstatement is determined independently from reinstatement under Financial Aid or Student Accounts. Returning students work closely with the Academic Affairs Office, their advisor, and other staff and faculty to develop a reinstatement contract that maximizes their chance of successfully completing their academic goals. Reinstatement probation is cleared when the terms of the reinstatement contract are met.

Academic Responsibilities and Rights of Students

Students are individually responsible for knowing and observing the regulations, policies and procedures listed in this Catalog and all modifications, revisions, or additions which may be published in the Hawk's Edge online system, HNU website, Blackboard classrooms, or HNU student email messages.

Policy of Nondiscrimination

Holy Names University does not discriminate on the basis of race, creed, sex, handicap, age, color, sexual orientation, or national and ethnic origin in administration of its educational or admissions policies, scholarship and loan programs, athletic and other University-administered programs.

In accordance with the Family Educational Rights and Privacy Act of 1974, each student has the legal right to examine and challenge the record maintained for that student.

This Catalog constitutes the University's document of record. While every effort is made to ensure the correctness and timeliness of information contained in this Catalog, the University cannot guarantee that changes will not occur after publication. More timely information may be found on the university's website, student handbooks, and in the publications of each academic area. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in this Catalog and in other campus publications.

Academic Appeals

In academic questions, as in all other areas of appeal, the intent of the University is to try first to reach a resolution informally among those involved; failing this, more formal steps may be taken.

Academic appeals fall broadly into four categories:

1. Those concerning a grade or a requirement in a particular course.
2. Those concerning penalties resulting from violations of academic honesty.
3. Those concerning the interpretation or application of a general education or major/degree/program requirement.
4. Those concerning academic disqualification from the University.

The procedures and timelines for dealing with these various categories of academic appeals are described below. Once an appeals process begins, all University personnel will protect the privacy of the student and the confidentiality of the process.

Academic Appeals Concerning a Grade or Requirement in a Particular Course:

Step 1. The student will first contact the instructor who has

assigned the grade in question or is responsible for determining course requirements. This step must be taken no later than the end of the academic term following the term in which the problem arose. Normally, students will resolve their concerns informally at this point.

Step 2. If the question remains unresolved, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision.

Step 3. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the grade or requirement under appeal will result in academic disqualification. There is no further University appeal.

Academic Appeals Concerning Penalties Resulting from Violations of Academic Honesty:

Step 1. Within fifteen (15) working days of receiving notification of the penalty by the instructor, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision. A copy of this report will be sent to the Academic Affairs Office and placed in the student's file.

Step 2. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. A copy of this report will be placed in the student's file. The decision of the Vice President is final even if a decision against the student will mean that the penalty will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning the Interpretation or Application of a General Education or Major/Degree/Program Requirement:

Step 1. The student will go first to the Program Director or Chairperson of the Department. Normally, students will resolve

their concerns informally at this point.

Step 2. If the issue remains unresolved, the student may direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the requirement under appeal will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning Academic Disqualification from the University:

Step 1. Undergraduate students should direct appeals of academic disqualification to the Associate Dean for Academic Affairs. Appeals must be made in writing within fifteen (15) working days of receipt of the academic disqualification letter. The Associate Dean will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Associate Dean will report in writing to the student his/her findings and decision.

Step 2. Undergraduate students may appeal the decision of the Associate Dean to the Vice President for Academic Affairs. The student must direct a written appeal to the Vice President within fifteen (15) working days of the receipt of the Associate Dean's decision. The Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final. There is no further University appeal.

For grievances of a non-academic nature please consult the Grievance Policy in the HNU Student Handbook.

University Ombudsperson

Holy Names University's ombudsperson is a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to students of the University community. Sister Carol Sellman, Vice President for Mission Effectiveness, serves in this capacity currently.



NURSING GRADUATE DIVISION

NURSING

Accreditation/Certification

The MSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Family Nurse Practitioner option is approved by the California Board of Registered Nursing. Nurses who complete the Primary Care FNP program are prepared to apply for nurse practitioner licensure in the State of California. They are also prepared to sit for the national ANCC (American Nurses Credentialing Center) and national AANP (American Academy of Nurse Practitioners) Family Nurse Practitioner certification examinations.

Administration/Management students are eligible to sit for the national ANCC Nursing Administration or Advanced Nursing Administration examination, dependent upon practice time and level of nursing management position.

Clinical Experiences

The clinical experiences take place at sites negotiated by the Clinical Coordinator on one to two days a week over the final three semesters of the Administration/Management, the Clinical Faculty, and the dual degree options.

The clinical experiences take place at sites negotiated by the Clinical Coordinator on one to two days a week over the final four semesters of the FNP option. All FNP students

who are admitted will obtain clinical experiences for the required number of hours of clinical practice and every attempt is made to place students in a suitable site close to their homes, and to have faculty site evaluators travel to the students' clinical sites rather than having students travel long distances to obtain clinical placements. On occasion, students may have to travel to a clinical site if no appropriate experience is available closer to home. Students also are sometimes delayed in progressing through their clinical curriculum if they are unable to accept available sites due to their personal schedules or ability to travel, or if a specific experience with a particular population is required.

These features of the program allow employed nurses with demanding work schedules to pursue graduate education while preserving the traditional educational environment of faculty/student interaction and support.

Typically classes convene once a month (Thursday, Friday, Saturday, and Sunday) for the MSN degree with two additional Saturday morning classes for the MBA degree in a semester format. Instruction by highly qualified faculty in an environment using state-of-art technology makes this program a must for those interested in a quality education with a faculty committed to its students. Usually the MSN and MBA degree program can be completed in just 24 months. The MSN/MBA program requires three undergraduate prerequisites: statistics, precalculus, and computer proficiency (i.e., Microsoft Excel). A BSN degree is required.

Admission Requirements

Students applying for admission to an MSN program at Holy Names University must have a:

1. Current California license as a Registered Nurse.
2. Associate Degree in Nursing (ADN) from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Cumulative GPA of 2.80 or better and a GPA of 3.00 in the nursing courses in prior baccalaureate level nursing courses (if any).
4. Completed graduate application.
5. Successful completion of the following required prerequisite courses: English 1B, Statistics, and Epidemiology (or the approved equivalent as determined by the Department Chair.)
6. Official transcripts for all formal college/university coursework previously completed.
7. Written personal statement.
8. Two letters of recommendation from previous professors or current/previous work supervisors (may obtain a graduate academic recommendation form from the HNU website.)
9. A TOEFL score of 500 or higher if English is the applicant's second language

MASTER OF SCIENCE NURSING (MSN) CURRICULUM

Students in any of the graduate programs must have computer access and utilize a campus email address while enrolled in the program. Communication between faculty and students by email is continuous. They also must have Professional Liability Insurance while in any practicum course. Information on how to obtain the insurance is available at the Office of the Department of Nursing in Heafey Hall.

Student performance in clinical practice courses is appraised using a "pass" or "fail" system. Student achievement in all other courses in the master's programs is based on the established grading system of the University. See the section entitled "evaluation" in this catalog for a description of the grading system.

Core Courses Required of all MSN Students in the Administration/Management, Nurse Educator, Informatics, and Care Transition Management Options (16 units)

NURS 211	The Theoretical Basis and Philosophical Foundations of Advanced Nursing Practice (3)
NURS 212	Health Law and Ethics (3)
NURS 215	Introduction Role Transition of the Graduate Nurse (3)
NURS 216	Social Impact of Healthcare Economics in a Changing Healthcare Environment (2)
NURS 217A	Scientific Inquiry in Nursing (3)
NURS 217B	Capstone Course (3)

Core Courses Required of all MSN Students in the FNP program options (18 units)

NURS 211	The Theoretical Basis and Philosophical Foundations of Advanced Nursing Practice (3)
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NURS 212	Healthcare Law and Ethics (3)
NURS 214	Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3)
NURS 216	Social Impact of Healthcare Economics in a Changing Healthcare Environment (3)
NURS 217A	Scientific Inquiry in Nursing (3)
NURS 217B	Capstone Course (3)

Requirements for Family Nurse Practitioner Option (29 units)

NURS 240	Advanced Health Assessment (3)
NURS 240L	Advanced Health Assessment Lab (1)
NURS 241	Primary Care of the Family Through the Life Span I (4)
NURS 242	Primary Care of the Family Through the Life Span II (4)
NURS 243	Advanced Pathophysiology (2)
NURS 244	Advanced Pharmacology (3)
NURS 251A	Primary Care of the Family Through the Life Span: Role Performance I (2)
NURS 251B	Primary Care of the Family Through the Life Span: Role Performance II (2)
NURS 252	Primary Care of the Family Through the Life Span: Role Performance III (4)
NURS 253	Primary Care of the Family Through the Life Span: Role Performance IV (4)

Requirements for the Administration/Management Nursing Option (20 units)

NURS 220	Concepts and Theories of Nursing Administration/Management (3)
NURS 223	Finance and Budgeting in Healthcare (3)
NURS 224	Human Resource Management and Development (3)
NURS 225	Organization Theory (3)
NURS 234A	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2)
NURS 234B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development II (2)
NURS 235	Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4)

Requirements for the Nurse Educator Option (20 units)

NURS 240	Advanced Health Assessment (3)
NURS 240L	Advanced Health Assessment Lab (1)
NURS 261	Concepts and Theories of Learning for the Nurse Educator (3)
NURS 262	Teaching Strategies (3)
NURS 263	Evaluation and Test Construction (3)
NURS 264	Curriculum Development (3)
NURS 265A	Nurse Educator Practicum I (2)
NURS 265B	Nurse Educator Practicum II (2)

Requirements for the Nurse Informatics Option (21 units)

- NURS 220 Concepts and Theories of Nursing Administration/Management (3)
- NURS 225 Organization Theory (3)
- NURS 236 Health Information Technology (3)
- NURS 237A Technology and Innovation Lab (2.5)
- NURS 237B Technology and Innovation Lab (2.5)
- NURS 239 Basic Informatics (3)
- NURS 255 Human-Centered Design (4)

Requirements for Care Transition Management Option (20 units)

- NURS 223 Finance and Budgeting in Healthcare (3)
- NURS 225 Organizational Theory (3)
- NURS 226 Chronic Care Management (2)
- NURS 240 Advanced Health Assessment (3)
- NURS 240L Advanced Health Assessment Lab (1)
- NURS 266 Care Transition Management (3)
- NURS 267 Care Transition Management Clinical Practicum (2)
- NURS 268 Care Transition Management Clinical Capstone (3)

Successful completion of the core courses and the option courses is required for graduation. Evaluation of clinical experiences occurs 1-2 times a semester and is determined by assigned faculty in consultation with the student’s preceptor.

MSN/MBA PROGRAM

The MSN/MBA program is one of only six in the State of California and is designed for nurses interested in preparation for higher administration positions and/or owning a business related to healthcare. This is a 67-unit program that allows the nurse to complete two degrees at once.

Requirements for the MSN/MBA program (67 units)

- BSAD 20 Quantitative Methods for Business and Economics (3)
- BSAD 10 Principles of Accounting (3)
- BSAD 11 Principles of Accounting (3)
- BSAD 12 Principles of Accounting (3)
- BSAD 129 Business Finance (3)
- BSAD 207 Managerial Accounting (3)
- BSAD 229 Financial Management (3)
- BSAD 251 Corporate Policy and Ethics (3)
- BSAD 260 Marketing Management (3)
- BSAD 295 Strategy in the Global Environment (3)
- NURS 211 The Theoretical Basis and Philosophical Foundation of Advanced Nursing Practice (3)
- NURS 212 Healthcare Law and Ethics (3)
- NURS 215 Role Transition of the Graduate Nurse (3)
- NURS 216 Social Impact of Healthcare Economics in a Changing Healthcare Environment (3)
- NURS 217A Scientific Inquiry in Nursing (3)
- NURS 217B Capstone Course (3)
- NURS 220 Concepts and Theories of Nursing Administration/Management (3)
- or BSAD 255 Leadership and Organizational Behavior (3)

- NURS 223 Finance and Budgeting in Healthcare (3)
- NURS 224 Human Resource Management and Development (3)
- or BSAD 230 Management Dynamics (3)
- NURS 225 Organization Theory (3)
- or BSAD 253 Building Learning Organizations (3)
- NURS 234A Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development II (2)
- NURS 234B Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2)
- NURS 235 Providing Leadership for Healthcare Delivery for Diverse Populations in a Community-Based Environment II (4)

PATHWAY PROGRAM TO THE MASTER OF SCIENCE IN NURSING (MSN)

Students who have an RN license and have earned a bachelor’s degree in a non-nursing field of study may meet the entrance requirements for the MSN program by completing the Pathway Program. Based on the desired concentration, students need to complete the following courses at the undergraduate level of nursing before admission to the MSN program.

Family Nurse Practitioner Option (18 units)

- NURS 131 Physical Assessment (Child and Adult)
- NURS 141 Nursing Research
- NURS 142W & 142L Family and Community Health Nursing I and Practicum
- NURS 153 Healthcare Economics
- NURS 171 Pathophysiology
- NURS 172 Informatics

Nurse Educator Option (18 units)

- NURS 131 Physical Assessment (Child and Adult)
- NURS 141 Nursing Research
- NURS 142W & 142L Family and Community Health Nursing I and Practicum
- NURS 153 Healthcare Economics
- NURS 171 Pathophysiology
- NURS 172 Informatics

Administration/Management or MSN/MBA Option (16 units)

- NURS 141 Nursing Research
- NURS 142W & 142L Family and Community Health Nursing I and Practicum
- NURS 151 & 151L Leadership and Management in Nursing and Practicum
- NURS 153 Healthcare Economics

RN TO MSN OPTION

The RN to MSN option at HNU is an accelerated program designed for associated degree nurses. This program will enable nurses to advance their nursing careers and will learn how to

practice in some of the most challenging new roles in today's health care environment. The RN to MSN program is available in four concentrations: Nursing Administration, Education, and Informatics and Care Transition Management. The program is completed in two years and will take 49-51 credits units, depending on the concentration. The requirements for this program is an associate degree in nursing, completion of the prerequisites courses, bridge courses, MSN core courses and specialty concentration courses

Prerequisite courses

ENGL 1B	Critical Reading and Writing II
PSYC 063	Statistical Methods
NURS 180	Epidemiology

Bridge Courses (15 units)

NURS 131	Physical Assessment (Child and Adult) (2)
NURS 131L	Physical Assessment (Child and Adult) Lab (1)
NURS 141	Nursing Research (3)
NURS 142	Family and Community Health (3)
NURS 142L	Family and Community Health Practicum (3)
SOC 156	Healthcare Policy (3)

Nurse Educator Core Courses (12 Units)

NURS 141	Nursing Research (3)
NURS 142	Community Health (3)
NURS 142L	Community Health Lab (3)
NURS 151	Leadership (3)

RN to MSN Core Courses (16 units)

NURS 211	The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice (3)
NURS 212	Healthcare Law and Ethics (2)
NURS 215	Role Transition of Graduate Nurse (3)
NURS 216	Healthcare Economics (2)
NURS 217A	Scientific Inquiry in Nursing (3)
NURS 217B	Capstone Course (3)

Care Transition Management

Care Transition Management (CTM) refers to the recommendations of the Institute of Medicine and Accountable Care Act for highly educated nurses to be primary coordinators of care. In the context of a partnership guided by patients' and families' needs and preferences, the CTM registered nurse is integral to patient satisfaction and care quality, as well as the efficient use of health care resources. Patient-centered care coordination is a core professional standard and competency for all nursing practice. Nurses design, implement, and participate in care coordination projects and practices that seek to improve patient outcomes and decrease costs, frequently demonstrating the effectiveness of nurse-led and patient-centered care coordination.

Requirements for Care Transition Management Option (20 units)

NURS 223	Finance and Budgeting in Healthcare (3)
NURS 225	Organizational Theory (3)
NURS 226	Chronic Care Management (2)
NURS 240	Advanced Health Assessment (3)

NURS 240L	Advanced Health Assessment Lab (1)
NURS 266	Care Transition Management (3)
NURS 267	Care Transition Management Clinical Practicum (2)
NURS 268	Care Transition Management Clinical Capstone (3)

MSN Nursing Informatics

The MSN nursing informatics track prepares nurses for a career in nursing informatics which focuses on data analysis as it relates to complex health care systems. Nursing informatics is a specialty that integrates nursing, computer science, data management that leads to information, knowledge, and wisdom in nursing practice. Nurse informaticists support healthcare facilities by assessing and developing processes to maximize efficiency, reduce costs, and enhance the quality of patient care.

Informatics Curriculum (21 units)

NURS 220	Concepts and Theories of Nursing Administration/Management (3)
NURS 225	Organization Theory (3)
NURS 236	Health Information Technology (3)
NURS 237A	Technology and Innovation Labs (2.5)
NURS 237B	Technology and Innovation Labs (2.5)
NURS 239	Basic Informatics (3)
NURS 255	Human-Centered Design (4)

Requirements for the Administration/Management Nursing Option (20 units)

NURS 220	Concepts and Theories of Nursing Administration/Management (3)
NURS 223	Finance and Budgeting in Healthcare (3)
NURS 224	Human Resource Management and Development (3)
NURS 225	Organization Theory (3)
NURS 234A	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2)
NURS 234B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development II (2)
NURS 235	Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4)

Requirements for the Nurse Educator Option (20 units)

NURS 240	Advanced Health Assessment (3)
NURS 240L	Advanced Health Assessment Lab (1)
NURS 261	Concepts and Theories of Learning for the Nurse Educator (3)
NURS 262	Teaching Strategies (3)
NURS 263	Evaluation and Test Construction (3)
NURS 264	Curriculum Development (3)
NURS 265A	Nurse Educator Practicum I (2)
NURS 265B	Nurse Educator Practicum II (2)

CERTIFICATE PROGRAMS

Family Nurse Practitioner Post-Master Certificate Program

Holy Names University offers a post-master Family Nurse Practitioner Program of study for registered nurses with a master's degree in nursing. Qualified applicants must have an MSN, MN, MS, or MA in Nursing from a nationally accredited school/department of nursing and a current California license as a Registered Nurse. The program consists of ten post-graduate courses and includes 32 units of study. Clinical requirements consist of assignments to approved clinical sites with a qualified preceptor. Up to three units of required coursework can be transferred from previous graduate study if equivalency can be demonstrated. However, all preceptor supervised hours of study (624) must be completed within the program of study at Holy Names University.

Nurses who complete the program of study are eligible to apply for nurse practitioner licensure in the State of California. They are also eligible to sit for the national ANCC (American Nurses Credentialing Center) and national AANP (American Academy of Nurse Practitioners) Family Nurse Practitioner certification examinations. Certificate coursework is graded with letter grades due to external licensing requirements. Student performance in clinical practice courses is appraised using a "pass" or "fail" system. Student achievement in all other courses in the master's programs is based on the established grading system of the University. See the section entitled "evaluation" in this catalog for a description of the grading system.

Required Courses (32 units)

NURS 414	Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3)
NURS 440	Advanced Health Assessment (3)
NURS 440L	Advanced Health Assessment Lab (1)
NURS 441	Primary Care of the Family Through The Life Span I (4)
NURS 442	Primary Care of the Family Through The Life Span II (4)
NURS 443	Advanced Pathophysiology (2)
NURS 444	Advanced Pharmacology (3)
NURS 451A	Primary Care of the Family Through the Life Span: Role Performance I (2)
NURS 451B	Primary Care of the Family Through the Life Span: Role Performance II (2)
NURS 452	Primary Care of the Family Through the Life Span: Role Performance III (4)
NURS 453	Primary Care of the Family Through the Life Span: Role Performance IV (4)

Administration/Management Post-Master Certificate Program

Holy Names University offers a post-master Administration/Management Program of study for registered nurses with a master's degree in nursing. Qualified applicants must have a MSN, MN, MS, or MA in Nursing from a nationally accredited school/department of nursing. The program consists of eight post-graduate courses and includes 23 credit hours of graduate

study. Clinical requirements consist of assignments to approved clinical sites with a qualified preceptor. Up to three credit hours of required coursework can be transferred from previous graduate study if equivalency can be demonstrated. However, all preceptor supervised hours of study must be completed within the program of study at Holy Names University. Certificate coursework is graded with letter grades due to external licensing requirements.

Required Courses (23 units)

NURS 414	Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3)
NURS 420	Concepts and Theories of Nursing Administration/Management (3)
NURS 423	Finance and Budgeting in Healthcare (3)
NURS 424	Human Resource Management and Development (3)
NURS 425	Organization Theory (3)
NURS 434A	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2)
NURS 434B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2)
NURS 435	Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4)

Nurse Educator Post-Master Certificate Program

Holy Names University offers a Post Master Nurse Educator Certificate program of study for registered nurses with a master's degree in nursing. Qualified applicants must have an MSN, MN, MS, or MA in nursing recognized by a nationally accredited agency such as the National League for Nursing Accreditation Commission (NLNAC) or the Commission for Collegiate Nursing Education (CCNE). The program consists of eight courses which include 20 units of graduate study. Clinical requirements include assignments to clinical sites with a qualified preceptor. A maximum of three units of coursework completed elsewhere at the graduate level can be transferred for credit toward the certificate if equivalency can be demonstrated. However, all preceptor supervised hours of study must be completed at Holy Names University. Certificate coursework is graded with letter grades due to external licensing requirements.

Required Courses (20 units)

NURS 440	Advanced Health Assessment (3)
NURS 440L	Advanced Health Assessment lab (1)
NURS 461	Concepts and Theories of Learning (3)
NURS 462	Teaching Strategies (3)
NURS 463	Evaluation and Test Construction (3)
NURS 464	Curriculum Development (3)
NURS 465A	Nurse Educator Practicum I (2)
NURS 465B	Nurse Educator Practicum II (2)

Nursing Courses

211. The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice (3). This course introduces the student to a variety of philosophical and conceptual perspectives of advanced practice nursing, and to developing a theoretical basis for intervention with individuals, families and communities in need of health care. Emphasis is placed on how these concepts have been integrated into the current practice models and the regulatory mechanisms governing advanced practice nursing in collaboration with multiple stakeholders. No pre-or co-requisites.

212. Health Law and Ethics (3). This course focuses on the federal, state, and local laws affecting healthcare delivery and healthcare organization policy. Emphasis is placed on the role of the advanced practice nurse as a patient advocate who contributes in the development of health policy, and who must adhere to the law and regulations while advocating for ethical policies that promote access, equity, quality, and cost.

214/414. Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3). This course examines the roles of advanced practice nurses in planning and providing primary care to individuals, families and communities in order to maintain health and promote wellness. Emphasis is placed on the importance of understanding and incorporating ethnic and cultural beliefs about health and illness into the plan of care, the teaching strategies, and administrative processes of the nurse. Principles of epidemiology, models of health belief, processes of behavior change, and the assessment of screening tools and routine preventive services are discussed. There are no pre or co-requisites.

215. Role Transition of Graduate Nurse (3). This course contains an examination of the role of the advanced practice nurse (the nurse educator and the nurse administrator/manager) in managing and teaching. This course will place emphasis in the role transition of the nurse administrator and nurse educator. Students will examine standards and regulations governing these advanced practice roles and their functions in a complex healthcare environment.

216. Social Impact of Healthcare Economics in a Changing Healthcare Environment (3). In this course students are introduced to economic theories applicable to the U.S. healthcare system and to the relationships among access, cost, quality, and safety, and their influence on health care. An economic perspective on a variety of issues relevant to nurse practitioners' professional roles and responsibilities is presented, including health policy formation and leadership, business planning, practice analysis via peer review, and reimbursement policies including an introduction to billing and coding. Regulation, government financing of health care and health care reform issues are also discussed.

217A. Scientific Inquiry in Nursing (3). Using information literacy, clinical investigative skills and a systematic approach to research principles and methodology, the student prepares a research proposal on a subject of interest which is applicable to the role of advanced practice nursing. The purpose of the

course is for the student to develop proficiency in the development and conduct of research based on the integration of research, theory, and practice knowledge to improve practice processes and outcomes. Prerequisites: An undergraduate course in research and a course in statistics.

217B. Capstone Course (3). The research proposal developed in NURS 217A is implemented in this course. The student will collect, analyze, interpret, and disseminate evidence from the research proposal to diverse audiences using multiple modalities. Prerequisite: NURS 217A.

220/420. Concepts and Theories of Nursing Administration/Management (3). This course focuses on the concepts and theories related to leadership and management. Special attention will be given to creating effective work groups, motivating and coaching individuals, negotiating, and managing a culturally diverse workforce.

223/423. Finance and Budgeting in Healthcare (3). This course focuses on the models and processes used in the development of a financial plan and a budget based on the revenues and expenses of an agency. Budget analysis and financial evaluation are discussed. Special emphasis is placed on the laws and regulations governing healthcare institutions and how they impact the budgeting process.

224/424. Human Resource Management and Development (3). This course focuses on the concepts, theories, and related laws and regulations germane to the recruitment, retention, and development of employees. New technology, economics, and social forces are transforming work, institutions, individual lives, and the way companies operate. At all levels leaders/managers must learn how to manage change well. Prerequisites: NURS 220.

225/425. Organization Theory (3). This course focuses on the concepts of organization theories and how they define and provide direction for developing healthcare organizations. Special attention is placed on key leadership strategies such as system thinking, innovation, communication, personal mastery, and team building as elements of organizational development. Students will also examine the role of technology in healthcare. Prerequisites: NURS 220.

226. Chronic Care Management (2). The purpose of the Chronic Illness Management course is to assess the various effects chronic illness has on patients, families, and the health care system. This course provides the student with the opportunity to explore the impact chronic care management has in the acute, rehabilitation, and community settings. The student will examine the financial implications on the health system and of the role advanced practice nurses. This includes the integration of effective and appropriate interventions to enhance quality patient-centered care throughout the health-care continuum.

234A/434A. Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role

Development I (2, Pass/Fail). This course provides the student with an opportunity to use the theories and concepts presented in other courses as a basis for providing direction and the development of others. Working with a preceptor, the student will prepare a budget, help with the recruitment, retention and development of others, and use management skills consistent with the organization's philosophy and mission. Prerequisites: NURS 220, 223, 224, and concurrent enrollment in NURS 225.

234B/434B. Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2, Pass/Fail). In this course the student will focus on developing administrative and management skills that are useful in a variety of situations. Special attention will be given to helping the student select and develop a management style that is flexible, effective, employee focused, and institution consistent. Prerequisite: NURS 234A.

235/435. Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4, Pass/Fail). This course provides the student with an opportunity to develop leadership skills within the context of system and environmental parameters. Using the concepts and theories of NURS 220, the student will be expected to initiate and carry forth a project which involves providing leadership for others. Students will have opportunity to explore how state and federal policies affect healthcare and nursing leadership. Prerequisites: NURS 234B.

236. Health Information Technology (3). The goal of the course is to provide students with a broad understanding of the challenges facing health nurse leaders in selecting and implementing a health information system. The course is also designed to provide context for the growing discussion on electronic medical records, health information exchange and its impact on the internal and external environments shaping the healthcare industry.

237A. Technology and Innovation Lab A (2.5). This course provides an opportunity for the student to synthesize all previous nursing informatics coursework. The course employs a laboratory format in which the student demonstrates leadership attributes, critical thinking, and problem-solving abilities in simulated and actual situations. The student will focus on expansion of Nursing Informaticist (NI) leadership skills and competency in the development of a problem-focused strategic initiative/project in informatics.

237B. Technology and Innovation Lab B (2.5). This course provides an opportunity for the student to synthesize all previous nursing informatics clinical lab coursework in Nurs 237A. The course employs a laboratory format in which the student demonstrates leadership attributes, critical thinking, and problem-solving abilities in simulated and actual situations. The student will focus on expansion of Nursing Informaticist (NI) leadership skills and competency in the development of a problem-focused strategic initiative/project in informatics. The student will examine strategies supporting health care technol-

ogy system and evaluate the impact of health care technology.

238. Advanced Pathophysiology/Pharmacology (4). This course focuses on what keeps us healthy or what makes us ill at the cellular, tissue, organic, and systemic levels, and how we manage to stay healthy or return to health using pharmacological methods. Emphasis is placed on the nurse's role in assessing and understanding the etiology, pathogenesis, pathophysiology of diseases, and how we impact these processes pharmacologically. The principles of pharmacodynamics and pharmacokinetics as applied to the clinical use of drugs are studied as being important in understanding how drugs affect different people in different ways

239. Basic Informatics (3). This course presents an overview of Nursing Informatics. Data, information, and knowledge used in making nursing decisions and implementing nursing actions related to the achievement of nursing outcomes are examined. Students examine the role of the Informatics Nurse Specialist (INS) as it relates to the discipline of nursing.

239. Basic Informatics (3). This course presents an overview of Nursing Informatics. Data, information, and knowledge used in making nursing decisions and implementing nursing actions related to the achievement of nursing outcomes are examined. Students examine the role of the Informatics Nurse Specialist (INS) as it relates to the discipline of nursing.

240/440. Advanced Health Assessment (3). The approaches and skills necessary for assessing diverse populations and individuals of varying ages are presented in this course. Emphasis is placed on the acquisition, analysis, synthesis and communication of physical, bio psycho social, genetic, developmental and nutritional data. Students acquire the advanced knowledge and skills needed to identify health problems, employ critical diagnostic reasoning and clinical decision making, formulate differential diagnoses, and develop health care plans within the scope of advanced practice nursing. Prerequisite: Basic Health Assessment course. Concurrent enrollment in N240L is required.

240L/440L. Advanced Health Assessment Lab (1, Pass/Fail). This course is the practice component of N240 and occurs in the Department of Nursing campus laboratory, and at sites off campus at participating clinics. Working with laboratory partners, and human and simulated models, the students practice interviewing, history taking and advanced assessment skills. Office laboratory techniques and problem oriented record keeping are also practiced. No prerequisite requirements. Concurrent enrollment in N240 is required.

241/441. Primary Care of the Family Through the Life Span I (4). In this course the students learn to perform risk assessments, generate differential diagnoses, establish an accurate diagnosis and manage non-complicated and episodic health problems, minor emergency problems, and low-risk obstetrical health conditions. The emphasis of the course is on the role of the Family Nurse Practitioner, as a primary care provider working with diverse health care professionals and associated

resources to develop strategies to meet specific patient care needs for culturally diverse individuals and families coping with these health care conditions. Prerequisite: NURS240/240L. Concurrent enrollment in NURS 251A is required.

242/442. Primary Care of the Family Through the Life Span II (4, Pass/Fail). In this course students learn about the assessment and management of complex, complicated, and chronic health conditions of individuals, using information literacy and integrating appropriate technologies. The role of the Family Nurse Practitioner as a member of an interdisciplinary team is emphasized. Prerequisite: NURS 241/441. Concurrent enrollment in NURS 251B/451B is required.

243/443. Advanced Pathophysiology (2). This course focuses on the pathophysiological basis of disease from a systems perspective. Emphasis is placed on the epidemiology, etiology, pathophysiology, and pathogenesis of diseases, the natural history of disease in the design of therapeutic regimes, and the patient's responses that emerge in the disease progression. The diseases focused on are those most likely to arise in the Nurse Practitioner's practice. Prerequisites: An undergraduate course in pathophysiology.

244/444. Advanced Pharmacology (3). This course focuses on the clinical application of pharmacology as applied to primary care provided by the Nurse Practitioner furnishing drugs and/or devices pursuant to standardized procedures. Students examine appropriate guidelines for the pharmacological management of selected commonly encountered problems, with awareness of client's nutrition, culture, ethnicity and socioeconomic status. The principles of pharmacodynamics and pharmacokinetics as applied to the clinical use of drugs will be discussed, including therapeutic dosage patterns, side effects, drug interactions, contraindications, and the use of drugs in special populations such as children, the elderly and the pregnant patient is emphasized. Students will learn to perform pain assessments, will examine the legal and pharmacological aspects of furnishing controlled substances, and will explore problems of drug misuse and diversion. Prerequisite: Undergraduate courses in Pharmacology and Pathophysiology

251A/451A. Primary Care of the Family Through the Life Span: Role Performance I (2, Pass/Fail). This is the student's first term of clinical practice, and provides the student with the first opportunity to apply the concepts learned in the classroom to the care of individuals of all ages and their families. Students will obtain complete health histories, perform complete screening physical examinations, and formulate problem lists and plans of management for non-complicated episodic health problems, health maintenance, health promotion, and risk reduction. Emphasis is placed on providing primary care with the supervision of a preceptor. One day per week of clinical practice (a total of 104 hours) and one two-hour seminar a month are required while enrolled in this course. Prerequisite: NURS 241 completed or concurrent.

251B/451B. Primary Care of the Family Through the Life

Span: Role Performance II (2, Pass/Fail). In this clinical course, students provide primary care with preceptor supervision for individuals and families coping with simple and episodic problems and with increasingly complex, complicated and chronic health conditions. Students formulate differential diagnoses and develop management plans, utilizing appropriate diagnostic work-ups, therapeutic interventions, patient education and follow-up. One day per week of clinical practice (a total of 104 hours) and one two-hour seminar a month are required while enrolled in this course. Prerequisites: NURS 251A plus NURS 242 completed or concurrent.

252/452. Primary Care of the Family Through the Life Span: Role Performance III (4, Pass/Fail). This course provides a supervised clinical experience with a preceptor with an emphasis on role acquisition, in which students complete comprehensive assessments, provide for health promotion and risk reduction, and manage acute illnesses, chronic problems and minor emergencies independently, including ordering and interpreting diagnostic studies, developing a plan of care, prescribing pharmacologic and non-pharmacologic therapies, and making appropriate referrals. Two days per week of clinical practice (208 hours) and one four-hour seminar a month are required while enrolled in this course. Prerequisites: NURS 251A, 251B.

253/453. Primary Care of the Family Through the Life Span: Role Performance IV (4, Pass/Fail). This class culminates the students' clinical experience and is thus a time for the full application of the theoretical knowledge gained in the program. Students provide primary care to individuals and their families, emphasizing the cultural, ethnic and age-related aspects of their care. Preceptors provide support and direction as students assume full responsibility for the care provided. Two days per week of clinical practice (208 hours) and one four-hour seminar a month are required while enrolled in this course. Prerequisites: NURS 252.

255. Human-Centered Design (4). This course addresses informatics techniques to support the nurse's clinical practice, patient's needs related to their health, illness prevention, wellness, health education and self-management. In this course the students will also examine and analyze current and emerging technologies, data management, ethical, legal and regulatory standards, best practice evidence, and bio-health informatics using decision-making support systems at the point of care.

261/461. Concepts and Theories of Learning (3). The focus of this course is on the concepts and theories of learning that can be used to facilitate an undergraduate student's understanding of a body of knowledge. Special attention is directed to the ways the nurse educator student helps the undergraduate nursing student apply knowledge in the clinical setting based on the student's individual learning style, nature of the setting, and the expectations of the experience.

262/462. Teaching Strategies (3). This course is designed to provide students with a repertoire of teaching strategies that can

be used in the classroom and the clinical setting. Lecture, class discussions, group work, and the use of slides, movies, DVDs, Power Point presentations, and other strategies are explored as ways to promote learning based on individual and group need. How to create and maintain a positive learning environment is also included in this course.

263/463. Evaluation and Test Construction (3). In this course, the faculty teach students how to evaluate undergraduate nursing students in the clinical setting based on the objectives of the experience. Particular attention is given to how to provide corrective and constructive feedback, when to praise, and how to help the student improve. Learning how to prepare a variety of evaluation/testing tools (performance appraisals, multiple-choice, essay, matching, and fill-in tests) is also covered. Prerequisites: NURS 261 and 262.

264/464. Curriculum Development (3). This course is designed to provide students with an understanding of the process of curriculum development for the preparation of nurses in a clinical setting. Students will learn how to conduct a needs assessment, develop a philosophy and program outcomes, design a curriculum, develop courses, plan an evaluation of the curriculum, determine learning activities, and create a syllabus. Prerequisites: NURS 261 and 262.

265A/465A. Nurse Educator Practicum I (2, Pass/Fail). Practical experience in a clinical setting helping undergraduate nursing students apply what they have learned in the classroom to the care of patients is the focus of this course. Working with a faculty person, the clinical faculty student will learn how to assign, supervise, and evaluate performance of undergraduate nursing students. Prerequisites: NURS 240, 240L, 261, 262, 263, and 264.

265B/465B. Nurse Educator Practicum II (2, Pass/Fail). Throughout this course, the nurse educator student will function autonomously with a group of undergraduate students, helping them learn the role of nurse in the clinical setting. Periodic review will occur to determine if the nurse educator student is able to design experiences for students who are having difficulty or who need to improve their motivation and/or reduce their anxiety. Prerequisites: NURS 240, 240L, 261, 262, 263, 264, and 265A.

266. Care Transition Management (3). Care transition management refers to the movement patients make between healthcare practitioners and settings as their condition and care needs change during the course of a chronic or acute illness. This course addresses professional role development integrating concepts of multidimensional care and the analysis to inform clinical decision making, professional judgment, and lifelong learning. Students will examine the evolution of case management role through the current practice care transition manager. The concept of coordination of care is studied with emphasis on health promotion, risk reduction, and disease management in selected community settings.

267 Practicum. Care Transition Management Clinical Practicum (2). This application course focuses on the nursing care management of clients, across the lifespan, experiencing acute and chronic healthcare needs. Course topics include patient care coordination, care documentation, care plan management, and case transferring. Emphasis will be on client advocacy and collaboration, in providing for the continuity of care. Clinical experiences will occur in a variety of settings.

268. Care Transition Management Clinical Capstone (3). Care transition management refers to the movement patients make between healthcare practitioners and settings as their condition and care needs change during the course of a chronic or acute illness. This course addresses professional role development integrating concepts of multidimensional care and the analysis to inform clinical decision making, professional judgment, and lifelong learning. The culmination of this course will result in the completion of the capstone related to the roles, responsibilities, issues or problems of the case manager in today's complex healthcare environment. Prerequisites NURS 266A Care Transition Management

299. Independent Study (1-4). Students who wish to complete an independent study in nursing can register in this course as long as there is a faculty person available to supervise the experience. Approval by the Chair of the Department is required.

Business Courses: see Undergraduate and Graduate Business Administration Section in the main catalog.)

ACADEMIC POLICIES AND PROCEDURES FOR NURSING GRADUATE STUDENTS

Academic Planning and Registration

Academic Advising

All graduate students are assigned academic advisors in their disciplines of study. Advisors work with students to help them develop individual academic plans that meet academic goals and fulfill program requirements. Students are encouraged to get to know their academic advisors and to become familiar with requirements for their intended degree. Together the advisor and student work to design a balanced academic program. Beyond this, academic advisors also serve as valuable resources for mentoring, networking, and considering career paths or further education

Academic Planning

Students are responsible for maintaining ongoing contact with their advisors and for ensuring that they have been advised each semester in order to be cleared to register for the following term. Early planning and regular communication with an advisor will facilitate proper sequencing of courses, and will assist students in completing their degree program in a timely manner. Students who wish to drop courses or make other adjustments to their course load should be certain to consult with their advisor and any other relevant departments (such as International Student Services, Financial Aid or Athletics) as

such changes may affect eligibility or impact their timeframe for degree completion.

In addition to helping students complete their major course of study, academic advisors also counsel students on academic success and assist students in finding additional academic and non-academic resources both on and off campus to enhance their educational experience and personal growth.

Sources of Important Information

It is the student's responsibility to be well-acquainted with the materials in this Catalog, the Schedule of Classes, and the HNU website, as well as official communications from the University. It is also each student's responsibility to access Blackboard, Hawk's Edge online system, and HNU email account regularly.

Registration

Students are required to register prior to the beginning of each term. The registration process includes meeting with an academic advisor to select courses, registering for classes online through Hawk's Edge, and arranging a payment plan. Specific instructions concerning course offerings, class hours, fees, and registration procedures are with the online Schedule of Classes. All new students receive instructions concerning registration after their admission forms are completely processed. In general, new students register in person at the beginning of their first term. Continuing students complete their registration online according to the procedures on the HNU website. In addition to registering online, the student must also have paid all University bills due or have made satisfactory provisions for paying them in order to be registered.

While the University seeks to accommodate academic program needs of all students, there are times when priority registration may be given to graduating seniors who have adhered to registration guidelines.

Schedule Adjustments

Attending a class, failing to attend a class, or informing an instructor of the intent to drop or add a class does not constitute an official change of registration. All changes in registration must be done online via Hawks Edge or in writing via a Schedule Change Form through the Student Resource Center. Failure to officially drop or withdraw from a class will result in a grade of "F" in the course. Graduate students are required to observe the same procedures for changing courses as undergraduate students.

Add and Drop

Schedule adjustments can be made prior to the beginning of a term and during the add/drop period by making changes online via Hawks Eye or by filing a Schedule Change Form in the Student Resource Center by the published deadlines. Courses dropped by the drop deadline do not appear on a student's transcript.

Withdrawal from a Class

Enrollment in a class can be discontinued after the drop deadline by filing a Schedule Change Form in the Student Resource

Center by the published withdrawal deadline. Courses from which a student withdraws appear on the transcript with the neutral grade notation of W.

Deadline Appeals Committee

Requests for exceptions to registration deadlines can be sent in writing to the Deadline Appeals Committee, care of the Registrar. This step must be taken no later than the end of the academic term following the term in which the problem arose. Decisions of this committee may be re-considered by the Vice President for Academic Affairs in academic matters, or the Vice President for Finance and Administration in financial matters.

Catalog Requirements Under which a Student Graduates

A graduate student remaining in attendance in regular sessions at Holy Names University will meet the complete set of requirements in effect at Holy Names University at the time of entrance. If graduation requirements change during a student's attendance, the student may elect to meet the complete set of requirements in effect at the time of entrance or the complete set of new requirements. The Registrar may authorize or require substitutions for discontinued courses. A break in attendance for two or more years will make the student subject to the requirements in effect at the time of re-enrollment.

Continuous attendance means taking a minimum of six (6) units per year. Absence due to an approved leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Time Limit

All courses and the comprehensive examination, thesis, project, practicum, or recital for the Master's Degree must be completed within seven calendar years. An extension of time will be granted only in exceptional cases and on the basis of a written petition submitted by the student, with the approval of the Graduate Curriculum and Standards Committee, to the Vice President for Academic Affairs.

Students who are working for certificates or credentials as part of degree programs should follow the time limits and grade requirements described for the Master's degree. The time limit for full-time students in non-degree certificate programs is described under specific programs, such as fall or spring term sabbatical or nine-month certificate programs. Part-time students in the Department of Education's credential and certificate programs are subject to the seven-year time limit and to changes in requirements made by the California Commission on Teacher Credentialing (CCTC) that occur during their time of credential or certificate preparation. Part-time students accepted in other non-degree certificate programs are subject to the seven-year time limit and course changes as deemed necessary by the specific Program Director and as approved by the Vice President for Academic Affairs.

Leave of Absence/Withdrawal

A student who wishes to withdraw from the University with the option of returning at a specified time in the future, may apply for a Leave of Absence. A student who wishes to withdraw from the University indefinitely may apply for a Withdrawal. The necessary forms are obtained from and filed with the Student Resource Center. Either form requires the signatures of several of the officers of the University, to indicate that a student is in good standing, both academically and financially. Students who leave in good standing are welcome to resume studies at any time within specific time limits. In the case of graduate students, study must resume so that the degree may be completed within seven years from the first term of enrollment. Any student who discontinues coursework without filing an official withdrawal receives a failure in all courses not completed. Graduate students who are academically disqualified ordinarily may not reapply and do not qualify for a Leave of Absence or Withdrawal. MSN-FNP students who take a Leave of Absence for more than one year may be asked to reapply to the program.

Academic Re-enrollment

Graduate students who leave the University may return without filing a formal application for readmission if they meet all of the following conditions:

- The student left the University in good academic standing.
- The student has cleared all University financial obligations.
- The student is returning to the University within two years from their last term of attendance.
- The student will complete all degree requirements within seven calendar years of beginning the program.

Students re-enrolling who have attended another university or college are required to submit transcripts of coursework completed at the other institutions. Students who return to the University after an absence of two years or more need to complete a Re-admission Form in the Success and Retention Office in Brennan Hall. They are expected to meet the graduation requirements in effect at the time of their readmission. Students who return after an absence of 5 years or more must apply anew to the University through the Admissions Office.

Credit**Credit in Residence**

Credits are given in semester hours. The unit value of each course is noted in the description of the course.

Credit for Graduate Courses Taken at**Holy Names University**

An undergraduate student can take up to 6 units of graduate coursework at Holy Names University and apply these credits toward a Bachelor's degree. If an undergraduate student wants to take a graduate course, the student's advisor and the graduate Program Director must approve this decision. If the student matriculates into the appropriate graduate program, up to 6 units of graduate credit taken as an undergraduate at Holy Names University may be counted toward the graduate degree

with the approval of the Program Director. The student must understand that taking a graduate course does not mean the student is accepted automatically into a graduate program.

**Due to the regulations of the Board of Behavioral Sciences, some graduate units taken by undergraduate students may not count toward the MA in Counseling Psychology.*

Credits Through Cross-Registration

In the agreements arranged between HNU and several local institutions, students may take, on a space available basis, a course not available to them on the home campus. Tuition is paid to HNU at the applicable HNU student rate. Rules of the host campus apply to the academic work, and cross-registration students are responsible for obtaining information about the policies and academic deadlines of the host institution. Forms to initiate such study are available in the Student Resource Center.

Graduate students have the opportunity to cross-register at the GTU in Berkeley. The same guidelines listed above apply.

Transfer of Credit

With the approval of the Graduate Program Director, up to six semester units from another accredited institution may be accepted for transfer into a degree or credential program, and up to three semester units may be accepted for transfer into a certificate program. Transfer courses accepted for a program must have been taken within the established seven-year time limit and have been completed at the same level of academic competency and performance as required by comparable courses at Holy Names University. Official transcripts must be requested by the student and sent directly from the institution to the HNU Registrar's Office.

Graduate degree programs rarely grant credit for extension courses. An extension course from another institution may be accepted as a transfer course if the Program Director approves it as being a substantive addition to the student's degree program and if the source campus accepts the course in its own comparable degree program. Ordinarily, prior approval is required, letter grades are necessary, and time limits apply.

In rare instances, courses from non-accredited institutions may be accepted by the Vice President for Academic Affairs, in consultation with appropriate Department Chair.

Student Enrollment Status and Unit Load

Students should design their programs with the understanding that one unit of credit represents three hours of academic work weekly for the entire term. For every fifty-minute class period, the faculty expects that, as a norm, students will be engaged in two hours of additional academic work. Thus, for 15 units of credit, the students should anticipate spending a minimum of 45 hours each week of the term on academic work. Students who propose to take more than 18 units per term and go into overload status must obtain special permission from their academic advisors and the Associate Dean for Academic Affairs. Students who are combining study and work must exercise particular care to arrange an academic program that is manageable.

Adult learners who are taking courses in the Adult Baccalaureate Degree program and graduate students must carefully combine their other responsibilities with the intense learning experience adapted to weekend and accelerated timeframes. The courses cover the subjects as thoroughly as traditional courses, but follow a different methodology, with fewer class contact hours and more directed independent study. Assignments are often extensive and time-consuming due to the nature of the programs. For every three-unit class they take, adult students can expect to spend 6-8 hours per week studying.

Full-Time Graduate Status

A full-time program of studies for Master's and Graduate Certificate students may consist of 9 graduate units per semester. A full-time student in the Teaching Credential or undergraduate certificate programs registers for 12 units each semester. If the program of studies includes undergraduate courses, or performance/activity courses, the unit load per term may be increased.

International Graduate Students

International graduate students (holding F-1 visas) must complete at least 9 graduate units each semester in accordance with the full-time study requirements of the U.S. Immigration and Customs Enforcement.

Veterans' Enrollment Status

Graduate students take 9 units for full-time status, 6 for three-quarter time, and 5 for half-time. Information concerning the University's procedures for certifying veteran enrollment may be obtained from the Registrar's Office. Processing of veterans' enrollment status takes place only after official registration.

Auditing

Permission to audit a course must be received from the instructor and academic advisor, and the course must be listed in the Schedule of Classes. Laboratory courses, some studio courses, and Independent Study courses may not be audited. Regular attendance is expected. No subsequent academic credit (e.g., by examination) may be based on classes which are audited.

Students who have completed a degree or certificate at Holy Names University have the privilege of attending further courses at the level of their degree or certificate without tuition charge. Arrangements for alumni who wish to sit in on a class are made with the faculty member and registration must be completed through the Student Resource Center. Graduated alumni do not pay the tuition or audit fees but must pay the Campus Fee, which enables them to utilize campus resources. Subsequent academic credit is not allowed. This tuition-free auditing policy does not apply to courses that are part of another program into which the student has matriculated.

Evaluation

Grades

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. Instructors file course grade reports at the end of each term according to the following

standard:

- A** Excellent achievement. The student performs at a superior level and more than satisfies all requirements of the course by being able to treat the course content with unusual skill, often creatively.
- B** Good work, better than satisfactory. The student does more than meet all requirements of the instructor for the course.
- C** Satisfactory work. The student completes all assigned work in an acceptable fashion.
- D** Poor work, barely passing. This grade represents work that is in some manner unsatisfactory.
- F** Unacceptable work
- CR** Credit.
- NC** No credit.
- I** Incomplete. This temporary grade is granted in extenuating or emergency circumstances and is accompanied by a contract for completion of the course requirements within a set timeframe.
- IP** In progress. This temporary grade is granted when work that could be completed in one term extends beyond the end of that term; student must re-enroll for the course in a subsequent term and tuition/fees apply.
- DE** Deferred Grading. This temporary grade is granted for experiential classes that require a set number of hours in placements; it is accompanied by a contract for completion of the course requirements within a set timeframe.
- FN** Failure, Not Graded. This grade is entered when no grade is received from the faculty member and may indicate an unofficial withdrawal or other registration issue.
- P** Pass
- AU** Designates audit. The student does the reading assignments, attends all classes, but does not submit written work or take examinations.

Grades are sometimes modified by plus (+) or minus (-) with the following exceptions: Grades of A+ and D- are not given. Quality of grade points earned for each credit hour (unit) completed are assigned to each mark as follows:

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

Graduate students may repeat a course in which they earned a C+ or lower, at the discretion of the Program Director. Students in the MBA transition program may repeat one undergraduate class in which they earned a grade of C+ or lower, with approval of their academic advisor and the Program Director. Associated tuition and fees will apply in all cases. Only the grade points and unit credit of the repeated course are computed, and there is no penalty for the first attempt. However the letter grade of the first attempt does remain on the transcript and the

student must pay again for the repeated units (financial aid will not be given for second attempts). These regulations regarding repeating courses only apply to courses taken at HNU both times and not to transfer courses from another institution.

When course grades are due, the faculty members are required to report a grade for each student in the class. If a student chooses not to complete on time some course requirement, the instructor will take this failure into account in determining the course grade. The extent to which the course grade is affected is determined by the instructor. Grades can be changed for only two reasons. First, the faculty member and student have agreed that an Incomplete or Deferred grade is appropriate, requiring a signed Incomplete/Deferred Grading contract on file by the deadline and a grade change form when the work has been completed. If the work is not completed by the deadline on the contract, the default grade of F is automatically entered. Second, a grade may be changed as a result of clerical error. Grades may never be changed because additional work has been turned in after the end of a semester or term, unless it is an Incomplete/Deferred Grading contract being fulfilled, or the faculty member has made a clerical error in grade computation.

Incomplete for Graduates

A grade of I, Incomplete, indicates that some portion of the work for which a student has registered is incomplete. Graduate students who have completed 80% or more of a course with a passing grade, but are unable to complete all the coursework on time, may petition for an Incomplete. The student is responsible for obtaining the form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center.

The deadline is the final day of the term for graduate, credential, and certificate students. A student who fails to file the appropriate paperwork will receive an F in his/her course. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The normal time for completion of an Incomplete is the end of the following term. The Incomplete remains on the record until the contract is completed or the time on the contract has expired without the work being accomplished. In the latter case, the I becomes an F.

Under special circumstances, and with the approval of the instructor and the Program Director, the student may petition for an extension in time in one semester increments, provided it does not extend the program of studies beyond the seven-year period. New Incomplete paperwork must be filed with the Student Resource Center each time extensions are made. A graduate student with two or more Incompletes outstanding will not be permitted to enroll in any additional courses until the I grades are completed. If the instructor leaves the University before the student completes the coursework, the student is responsible for consulting with the Program Director. The Program Director may have the student complete the course with another instructor, repeat the course, substitute a compa-

table course (if the graduate program allows for this variability), or convert the I to an F. If the student is required to retake the course or a comparable course, tuition must be paid for this additional course. Graduate students taking courses at the 100 level are required to follow the Incomplete policy applicable to undergraduate students.

In Progress for Graduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and normally completes the course by the conclusion of the following term, paying only the campus fee but no tuition charges. In some cases, the course may be taken a third time for completion, during which time the student must pay tuition and fees. At the graduate level, this grade is reserved for culminating project or thesis courses.

Deferred Grading for Graduates

The grade of DE, Deferred Grading, on a record indicates that course requirements extend beyond the end of one term. This grade applies exclusively to experiential courses which require certain number of hours spent in experiential settings, such as Internships, Student Teaching or Clinical Placements, Fieldwork, or Practica. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center. The deadline is the final day of the term for graduate, credential, and certificate students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of a Deferred Grading class is one year. Students who do not file a petition for Deferred Grading by the deadline or who fail to fulfill the contract by completing the required work on time and in a satisfactory manner will receive an F or NC grade for the course.

Credit/No Credit for Graduates

Credit/No Credit courses are not accepted in graduate programs except the Spirituality program.

Pass/Fail Grades

Pass/Fail grading is used in selected Science labs and practicum courses within the Bachelor of Science and Master of Science in Nursing Programs.

Degree Completion and Honors

All candidates for Bachelor's or Master's degrees, certificates and credentials must complete a Candidate for a Degree form (available in the Student Resource Center) and pay a graduation fee well in advance of their intended date of graduation. The deadlines for filing the Candidate for a Degree form are listed in the Academic Calendar. (June 30 for December candidate; December 1 for May or August candidates.) The purpose of this notification is to provide time to verify with the advisor and the Registrar that all requirements have been met. Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.

Graduation

Degrees are officially recognized via postings on student transcripts in May, August, and December when students complete their entire program of studies. Degrees are publicly conferred only in May.

Diplomas are prepared and ordered after all grades are received, a final check of requirements is done by the Registrar, and the degrees have been recorded on the transcript. Diplomas and final transcripts are available approximately four months after the degrees are posted. Note that all financial obligations must be cleared before diplomas and transcripts can be released.

Ceremonies

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. Credential students whose final coursework will be completed in the summer session after Commencement ceremonies may participate in all ceremonies in May. Graduate students who are enrolled in their last units in the Spring, have a grade point average of 3.0 at the time of the ceremonies, and have completed all culminating theses, projects, recitals, and practica are eligible to participate in the ceremonies in May. Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

Honor Societies

Membership in honor societies is merited by students who meet the academic standards set by each group:

Alpha Theta Epsilon	English
Mu Phi Epsilon	International Music Honor Fraternity
Pi Delta Phi	National French Honor Society
Pi Gamma Mu	International Social Science Honor Society
Pi Kappa Delta	National Forensic Honor Society
Psi Chi	National Psychology Honor Society
Sigma Beta Delta	National Business Honor Society
Sigma Delta Pi	National Spanish Honor Society
Sigma Theta Tau	International Nursing Honor Society
Theta Alpha Kappa	National Religious Studies/Theology Honor Society

Records

On Privacy of Student Educational Records and Annual Notification

The Family Educational Rights and Privacy Act (FERPA) and the California Education Code afford students enrolled in an institution of higher education (“eligible students”) and parents of dependent students certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Eligible students or parents should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and

notify the eligible student or parent of the time and place where the records may be inspected.

2. The right to request an amendment of the student’s education records that the eligible student or parent believes are inaccurate or misleading.

Eligible students or parents may ask Holy Names University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the eligible student or parent, the University will notify the eligible student or parent of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student or parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to “university officials” with “legitimate educational interests”. A “university official” is a person employed by the University as an administrator, supervisor, instructor, or support staff; a person serving on the Board of Trustees; a person or company with whom the University has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a student serving on an official committee, such as a disciplinary or grievance committee; or a student assisting another university official in performing his or her tasks. A university official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility and/or clearly specified duties.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and private information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and personally-identifiable information (PII) without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition,

in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The University has designated the following student information “directory information”, and at their discretion may release this information:

Category 1: name, address, email, telephone number, dates of attendance.

Category 2: major field of study, awards, honors (including Dean’s List), degree(s) conferred (including dates).

Category 3: past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

As required by Section 99.37 of the FERPA regulations, this serves as annual public notice of this action. Students have the right to withhold any item in “directory information”, but must notify the University of such in writing (completion of university form, Request to Prevent Disclosure of Directory Information, available in the Student Resource Center), during their first term at the University. This hold will remain in effect until and unless changed subsequently by resubmitting a request form to the Student Resource Center.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Grade Reports

Grade reports made available electronically within three weeks of the end of a term. To protect student confidentiality, grades cannot be given out over the telephone.

Transcripts

Official transcripts of a student’s academic record are issued for the transfer of credits to other colleges and universities and for the information of certifying agencies and employers. The academic record of any student will be sent at the student’s written request to any institution or person designated by the student. To be regarded as official, the transcript must be signed by the Registrar, carry the seal of the University and be sent by the Student Resource Center directly to the recipient. Transcripts are withheld until financial obligations to the University have been met. For their personal use, students may view their transcript and/or degree audit report electronically. They will also receive a complementary transcript of their completed work along with their diploma or certificate.

Change of Name and Address

Students are required to report immediately all changes of name, address, personal email, or telephone number to the Student Resource Center. Official documentation (marriage license, divorce documents) must be submitted to the Student Resource Center when changes of name are reported.

ACADEMIC STANDARDS FOR GRADUATE STUDENTS

Academic Honesty

The University considers honesty vital to its academic life. Therefore, it requires that students learn and abide by the standards of honesty expected in an academic community.

In general, academic honesty requires that students: (1) submit work that is clearly and unmistakably their own; (2) properly represent information and give adequate acknowledgment to all sources that were used in the preparation of an assignment; (3) neither seek, accept, nor provide any assistance on tests, quizzes, and/or assignments unless explicitly permitted to do so by the instructor.

Penalties and Reporting Procedures

Because they undermine the whole nature of academic life, all forms of cheating, plagiarism, and misrepresenting academic records are considered serious offenses in the academic community. In the event of violations, penalties will be imposed based on the degree of the offense. The individual instructor has the right and responsibility to make the course grade reflect a student’s academic dishonesty. At the instructor’s discretion, the student may receive a reduced or failing grade for a single piece of work or for the entire course in which there was academic dishonesty.

In cases of suspected academic dishonesty, the instructor initiates a ‘Confidential Suspected Violation of Academic Honesty Report’, making every effort to reach student by phone, email, and other modes of communication in order to discuss the circumstances. After 15 working days, the instructor completes the report—with or without an accompanying discussion with the student—sending a copy to the student and the original to the Academic Affairs Office, together with supporting documentation. These documents remain confidentially in the Academic Affairs Office, unless a copy to the student’s permanent academic file is indicated by the instructor.

The Associate Dean of Academic Affairs shall endeavor to determine the extent of possible academic misconduct. If evidence of prior academic dishonesty is on record with the Academic Affairs Office, the student may be subject to suspension or dismissal from the University. All penalties may be appealed by the student according to the procedures outlined below. In all cases the confidentiality of the students and or the faculty members shall be upheld.

Student Appeal Process

See “Academic Appeals Concerning a Grade or Requirement in a Particular Course” on page 89.

Specific Violation of Academic Honesty

Specific violations of academic honesty includes plagiarism, computer-assisted plagiarism, misrepresentation of sources, distortion of information, use of written work prepared by others, and multiple submission of papers without the permission of instructors.

To give students practical guidance in adhering to these requirements, below are noted the following specific violations of academic honesty and the ways in which they can be avoided:

Plagiarism

Plagiarism (which comes from the Latin word, *plagiare*, to kidnap) is using the distinctive words or ideas of another as if they were your own. This includes all categories of expression: literary, artistic, scientific, mechanical, etc. All forms of plagiarism are violations of academic honesty.

In scholarship, another person's distinctive words and/or ideas are regarded as his/her intellectual "property". Respect for this "property" is as essential as respect for any property, and this respect is ensured when a student properly acknowledges the contributions of others to his/her work.

Awareness of debt to another person's work is essential in avoiding plagiarism, but it is not enough. Students must also be careful scholars. Therefore, to avoid plagiarism, students should:

1. Take accurate notes when reading. Quote accurately and paraphrase correctly. Carefully write down the author, book or periodical title, and page numbers of quotes and paraphrases.
2. When using quotes or paraphrases in a paper, acknowledge specific sources by internal references or footnotes.
3. Carefully cite author, title, publication data, and page numbers (where appropriate) of all sources consulted.

In all subjects, some facts and ideas are considered general knowledge and need not be cited. Instructors can answer questions about whether or not information falls into this category. Remember: when doubt exists, cite the source. Note: Careful scholarship applies to oral as well as written reports. In giving an oral report, students should also be aware of debts to sources. They should write down references in notes, acknowledge these references where appropriate throughout the report, and cite all sources upon request at the end of the presentation.

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

- If a student copies a computer file that contains another student's assignment and submits it as his/her own work.
- If a student copies a computer file that contains another student's assignment and uses it as a model for his/her own assignment.
- If students work together on an assignment, sharing the com-

puter files or programs involved, and then submit individual copies of the assignment as their own individual work.

- If a student knowingly allows another student to copy or use one of his/her computer files and then to submit that file, or a modification thereof, as his/her individual work.

(Adapted from the Policy for Responsible Computing, CSU, Monterey Bay University)

Misrepresentation of Sources and Distortion of Information

All misrepresentations of sources and distortion of facts and/or ideas constitute a violation of academic honesty. This includes:

- All misleading or inaccurate references to authors, titles, publishing data, or page numbers in footnotes, internal references, and bibliographies; and
- Any alteration of facts or ideas which misrepresents the meaning or intent of the original source (i.e., taking words out of context or misrepresentations of data in graphs, statistics, lab reports, etc.).

In order to avoid unintentional misrepresentations of information, students should take careful notes and transfer them accurately to their papers or reports. Before submitting work, students must proofread to verify the accuracy of statements and citations.

Use of Written Work Prepared by "Ghost Writers" or Others

Submission of written essays, research papers, science reports, laboratory results, computer programs, or homework assignments, etc. prepared by a person other than the student submitting the assignment as his/her own work constitutes a misrepresentation of academic work and is a violation of academic honesty.

Discussion of essay topics, problems, or lab projects with teachers or friends helps to generate and clarify ideas and is not only permitted but also encouraged (unless the faculty member states that the work is to be done independently). However, the written assignment or report that is the product of these discussions must be the work of the student, a written expression of his/her final reflections on the subject.

Multiple Submission

The same paper or report may not be submitted to two different classes in the same term, nor be resubmitted to another class in another term without the explicit permission of the instructors involved. To do so is a violation of academic honesty.

If, rather than write two separate papers, a student wishes to write a longer, more comprehensive paper or report that would incorporate the work being done in two related courses, the student must explain his/her academic goals for the project and secure the permission of the instructor in each class before starting work on the paper.

Specific Comments on Test-taking

Any assistance on in-class tests and quizzes is considered a violation of academic honesty. This includes verbal assistance from another student, sharing notes, sharing pre-coded computers or devices, and the use of any books or notes not explicitly permit-

ted by the instructor. (These rules also apply to take-home tests, unless the instructor gives explicit directions to the contrary.)

In order to avoid any possible misunderstanding:

- Students should not bring books and notes, electronic or written, into the classroom on a testing day unless otherwise advised by the instructor.
- Students should avoid any interaction with other students during a test unless they have the explicit permission of the instructor.

Classroom Expectations

Guidelines for Responding to Disruptive Student Behavior

Holy Names University strives to provide a safe and secure environment for all students, employees and visitors. Acts of violence, threats and threatening behavior are not acceptable behaviors at Holy Names University and will not be tolerated. Students and instructors are expected to maintain professional relationships characterized by courtesy and mutual respect.

Disruptive behavior involves conduct that threatens or endangers the health or safety of any person. This behavior infringes upon the rights of members of the HNU community. Disruptive behavior is defined as any behavior in a classroom or other learning environment that interferes with the learning process. This includes, but is not limited to, environments of teaching, research administration, disciplinary proceedings, university activities, university life, community service activities or university authorized activities.

Examples of disruptive behaviors include, but are not limited to, verbal or physical abuse, verbal or physical threats, intimidation, harassment, coercion, repeated obscenities, argumentative and/or combative behavior or other obstructions, whether experienced verbally, physically, electronically or otherwise.

Scope

The scope of the policy includes persons:

- On university property
- At university sponsored events
- Fulfilling the duties of a university student off-campus (i.e. nursing clinical's, internships, conferences)
- Conducting university business or representing the university
- Engaging in any disruptive activity that results in a negative impact on the university or university community.

Response to Disruptive Behavior

- In a situation of classroom or activity disruption, the instructor should first indicate to the student(s) that the behavior is disruptive and provide an opportunity for the individual(s) to conform to the expected standards of the class. It is hoped that in the majority of instances the matter can be resolved in this initial, informal manner.
- If the behavior continues, the student(s) should be given an immediate, direct, warning to discontinue the behavior.
- If the disruption continues or reoccurs at a later class the instructor may repeat the initial request to discontinue, or ask the

student(s) to leave the classroom or university-sponsored event.

- If a student(s) refuses to leave upon request the instructor shall call Campus Safety to assist in removing the student.
- If at any time the instructor considers that he/she is in immediate danger or is concerned about personal safety, Campus Safety at ext. 1234 should be contacted. They will respond to the site and provide appropriate response to the immediate concern.
- In the situation where the student(s) has been asked to leave the class, the instructor shall notify, in writing, the Department Chair, the Vice President for Academic Affairs, and the Vice President for Student Affairs. This report shall include information relating to the incident and subsequent steps taken for resolution.
- The Vice President for Student Affairs, or designate, will conduct a review of the incident. This review may consist of interview with the involved student(s), involved instructor, Department chair, Vice President for Academic Affairs, security and any other involved parties.
- The Vice President for Student Affairs, or designate, will then resolve the problem in the manner, which seems most appropriate. Examples of resolutions may include return to the class/activity with the expectation that behaviors will conform to expected standards, removal from the class/activity, change to another setting, suspension from the class for the semester, suspension from the University or any other resolution dependent on the circumstances.
- The Vice President for Student Affairs, or designate, will communicate the resolution of the situation to involved parties in writing, as is allowable by FERPA.

Attendance

Regular attendance at classes is not only expected but is considered essential for successful academic work. A student with excessive absences may receive a grade of F. Excessive absences are those which exceed the number designated in a class syllabus or total more than one-fifth of the scheduled class hours. The student must assume full responsibility for work missed because of absence, including any additional work assigned to compensate for the absence. Students will not be permitted to register for classes that overlap in meeting times and result in accumulated partial absences.

Academic Progress and Status

To be in good standing, a graduate student must maintain a minimum cumulative and semester grade point averages of 3.0. Failure to do so may result in Disqualification from Holy Names University. The Academic Affairs Office notifies each student who is academically disqualified. All students are encouraged to seek assistance when their grades are not satisfactory. Academic advisors and faculty are available to assist students.

Graduate Disqualification

Graduate students are expected to maintain a 3.0 cumulative and semester grade point average throughout the pursuit of their educational objective. Graduate students receiving a grade below a B- are subject to disqualification from the University, even if their

cumulative grade point average is above 3.0. Students disqualified from one graduate program are not eligible for admission or to take coursework in another HNU graduate program.

Graduate Academic Reinstatement

In rare circumstances, a Graduate Program Director may allow a graduate student to repeat a course in which they received a grade below a B-. To be considered for this opportunity, a graduate student must write a letter of appeal to the Graduate Program Director. All requests for reinstatement after an initial appeal has been denied by the Graduate Program Director must go to the Vice President for Academic Affairs. See the section on Undergraduate Academic Reinstatement for further details about the nature and content of the petition for reinstatement.

Academic Responsibilities and Rights of Students

Students are individually responsible for knowing and observing the regulations, policies and procedures listed in this Catalog and all modifications, revisions, or additions which may be published in the Hawk's Edge online system, HNU website, Blackboard classrooms, or HNU student email messages.

Policy of Nondiscrimination

Holy Names University does not discriminate on the basis of race, creed, sex, handicap, age, color, sexual orientation, or national and ethnic origin in administration of its educational or admissions policies, scholarship and loan programs, athletic and other University-administered programs.

In accordance with the Family Educational Rights and Privacy Act of 1974, each student has the legal right to examine and challenge the record maintained for that student.

This Catalog constitutes the University's document of record. While every effort is made to ensure the correctness and timeliness of information contained in this Catalog, the University cannot guarantee that changes will not occur after publication. More timely information may be found on the university's website, student handbooks, and in the publications of each academic area. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in this Catalog and in other campus publications.

Academic Appeals

In academic questions, as in all other areas of appeal, the intent of the University is to try first to reach a resolution informally among those involved; failing this, more formal steps may be taken.

Academic appeals fall broadly into four categories:

1. Those concerning a grade or a requirement in a particular course.
2. Those concerning penalties resulting from violations of academic honesty.
3. Those concerning the interpretation or application of a general education or major/degree/program requirement.

4. Those concerning academic disqualification from the University.

The procedures and timelines for dealing with these various categories of academic appeals are described below. Once an appeals process begins, all University personnel will protect the privacy of the student and the confidentiality of the process.

Academic Appeals Concerning a Grade or Requirement in a Particular Course:

Step 1. The student will first contact the instructor who has assigned the grade in question or is responsible for determining course requirements. This step must be taken no later than the end of the academic term following the term in which the problem arose. Normally, students will resolve their concerns informally at this point.

Step 2. If the question remains unresolved, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision.

Step 3. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the grade or requirement under appeal will result in academic disqualification. There is no further University appeal.

Academic Appeals Concerning Penalties Resulting from Violations of Academic Honesty:

Step 1. Within fifteen (15) working days of receiving notification of the penalty by the instructor, the student may initiate a formal appeal process with the Chairperson of the Division or Department. In order to initiate this process, the student will direct a written appeal to the Chairperson. The Chairperson will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of the receipt of the written appeal, the Chairperson will report in writing to the student his/her findings and decision. A copy of this report will be sent to the Academic Affairs Office and placed in the student's file.

Step 2. The student may, within fifteen (15) working days following receipt of the Chairperson's decision, direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal,

the Vice President will report in writing to the student his/her findings and decision. A copy of this report will be placed in the student's file. The decision of the Vice President is final even if a decision against the student will mean that the penalty will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning the Interpretation or Application of a General Education or Major/Degree/Program Requirement:

Step 1. The student will go first to the Program Director or Chairperson of the Department. Normally, students will resolve their concerns informally at this point.

Step 2. If the issue remains unresolved, the student may direct a written appeal, including supporting evidence, to the Vice President for Academic Affairs. The Vice President will investigate the matter, meeting—at his/her discretion—with those involved. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final even if a decision against the student will mean that the requirement under appeal will result in academic disqualification or dismissal. There is no further University appeal.

Academic Appeals Concerning Academic Disqualification from the University:

Step 1. Graduate students should direct appeals of academic disqualification to their Program Director. Appeals must be made in writing within fifteen (15) working days of receipt of the academic disqualification letter. The Program Director will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Program Director will report in writing to the student his/her findings and decision.

Step 2. Graduate students may appeal the decision of the Program Director to the Vice President for Academic Affairs. The student must direct a written appeal to the Vice President within fifteen (15) working days of the receipt of the Program Director's decision. The Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final. There is no further University appeal.

For grievances of a non-academic nature please consult the Grievance Policy in the HNU Student Handbook.

University Ombudsperson

Holy Names University's ombudsperson is a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to students of the University community. Sister Carol Sellman, Vice President for Mission Effectiveness, serves in this capacity currently.

RESOURCES FOR LEARNING

CUSHING LIBRARY

<http://library.hnu.edu>

Phone: 510-436-1332

Text: 510-746-8103

Email: hnulibrary@hnu.edu

The Cushing Library offers everything from computers, wifi, power outlets, printing, and comfortable places to study between classes to personalized help with your research papers. We offer over 25,000 e-journals, 80,000 ebooks, and 40,000 traditional print books, including a popular-reading collection of books and DVDs. You can easily access our online resources 24/7 on or off-campus. Students and faculty can also borrow iPads, laptops, and a variety of small equipment.

Food and covered beverages are welcome throughout the library. We encourage you to reserve our study rooms for individual and group study, ASHNU meetings, or personal projects (see our website for reservation forms).

Our expert librarians are ready to help you succeed in school through one-on-one assistance or our library classes. You can ask your questions by text, chat, or email, or just walk in during our librarian service hours (posted on our website). We also offer dozens of online research guides on popular topics such as nursing, business, and sports biology.

For both full and part-time faculty we offer customized information literacy instruction. We have a Library Classroom with 20 student iMacs, projectors, and an instructor's workstation. Due to high demand, this classroom is not available for semester-long instruction, but it can be reserved for individual sessions that require hands-on computer interaction. We also have a smaller Seminar Room with a projector, whiteboards, tables, and flexible seating. See our website to reserve either classroom.

You can place your own interlibrary requests directly through our catalog, or use forms on our website. As members of Camino, a high-speed resource-sharing network, we can fill many requests within two business days. Other requests are filled through traditional interlibrary loan or through purchases.

We welcome recommendations for book and journal acquisitions. See the forms on our website.

We regularly offer art and book talks, concerts, and featured speakers, and we welcome student-led events as well as recommendations for events. Other services include course reserves and thesis binding. The Kennedy Fine and Performing Arts Center also offers a folk music collection representing the regions and ethnic groups of the United States.

COMPUTER RESOURCES

Computer facilities are available to students, faculty and staff

in Heafey Hall, the HEDCO Technology Center in Brennan Hall, the Student Success Center, and the Cushing Library. These labs are available to the faculty of the University for instructional use as well. Students living on campus also have access to the computer lab in the Residence Halls.

The Heafey Hall lab features virtual desktops running on thin clients with MS Office and various discipline-specific software installed.

The HEDCO Technology Center features 27-inch screen iMac computers that are dual boot Mac OS X and Windows computers.

The Cushing Library has a computer facility with 20 dual boot iMacs and an instructor station with projection system. In addition, there are 8 public PCs and iMacs available to students in the library.

The Student Success Center has 4 "Windows 8" large touch screen PCs available for general use.

The Residence Hall lab also features virtual desktops running on thin clients with MS Office and various discipline-specific software installed.

The computer labs have high speed laser printers/scanners. The campus' fiber optic network provides connectivity to high-speed internet access.

Full wireless coverage is available in the Residence Halls, the Public Market, Hawks Nest, California Room, all classrooms in Brennan, Heafey, and Kennedy, the new Science Labs in Brennan Hall, the new Nursing Simulation Labs, Brennan Lounge, Faculty Lounge, Staff Lounge, the Library, the Gymnasium, the Raskob Learning Center, the VCPA Blackbox room, throughout the Hester building, Admissions conference room, Montclair conference room, and the Bay Vista conference room.

All users of campus technology must use Internet and computer resources responsibly.

Equipment in the science laboratories include computers with various specialized components to assist with the collection and analysis of data from laboratory class experimentation and from student and faculty research projects.

All users of campus technology must acknowledge the Acceptable Use Policy which sets standards for responsible use of campus computing facilities.

ACADEMIC SUPPORT SERVICES

The Advising and Learning Resource Center provides academic support services to all Holy Names University students. The ALRC offers tutoring, including one-on-one and group tutoring, as well as facilitated study groups and group review sessions in select subjects. In addition students have access to the Math Lab, a drop in math tutoring center, and the Writing Studio located in the HNU Library. The ALRC also offers a variety of skill building and informational workshops. Every effort is made to accommodate

Resources for Learning

students' tutoring and other academic support needs; however, there is no guarantee that a qualified tutor will be available for every subject. Students are encouraged to take full advantage of faculty office hours and to develop peer study groups to enhance their success. Requests for tutoring support can be made via HNU's TutorTrac system at hnututor.hnu.edu. Other academic support questions can be directed to advising@hnu.edu.

DISTANCE EDUCATION ONLINE POLICY

- A. Distance Education is a formal educational process using technological delivery in which the majority of instructional interaction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, or other electronically-mediated technologies. Academic courses or programs are considered to be distance education entities when over fifty percent of the content is delivered through distance education modes.
- B. Holy Names University (HNU) offers online courses in a learning centered environment that fulfill the same objectives, meet the same outcomes, and are assessed with the same rigor as traditional courses. Just as traditional courses observe standards appropriate to that mode, online courses observe the guidelines and standards in this document.
- C. All HNU courses will adhere to current HNU policies and bylaws, and to all WSCUC requirements.
- D. Definitions
 1. Online Course: An online course provides all instruction in an asynchronous manner and has limited or no regular on-campus schedule, with the exception of proctored assignments when applicable. Synchronous chat room activities or interactive video may be used when appropriate.
 2. Hybrid Course: A hybrid course shall have flexible learning formats to enhance student learning. It includes an in-class component, but the format may differ from a traditional course by using flexible class meeting times, flipped classrooms, online components, and/or other delivery modalities (such as video, interactive video, etc.).
 3. Traditional Course: A traditional course conducts all class sessions on campus in a synchronous manner. Traditional courses may use web resources for course management such as posting class notes, quizzes, or other class resources. Students enrolled in traditional courses with important or required web components may access any online course components through HNU computer labs.

STUDY ABROAD AND EXCHANGE PROGRAMS

Holy Names University encourages students to take advantage of opportunities to broaden their undergraduate experience through a semester or year of study in a foreign country.

Holy Names University participates in a cooperative agreement with Central College of Pella, Iowa. Through this program stu-

dents may study in France, Germany, Austria, Spain, London, Wales, the Netherlands, and Mexico. Holy Names' students and faculty are also welcome to study Spanish at the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico. The University also has an exchange agreement with Anna Maria College in Paxton, Massachusetts.

Students interested in studying abroad should consult the Study Abroad Advisor as much as a year in advance. Students should consult their major advisor(s) regarding specific courses to be taken, especially if the student wishes to take upper-division major courses to satisfy degree requirements. Students must obtain final approval of the course of study and transfer of credit through the Registrar's Office. Students receiving financial aid should consult with the Director of Financial Aid regarding possibilities for applying financial aid awards to study abroad.

ESL: ENGLISH AS A SECOND LANGUAGE

Non-native speakers of English whose academic preparation and knowledge of English make them eligible for admission to the University, but who still need further study of English, take Holy Names University ESL classes. These students enroll in a sequence of ESL courses developed specifically for non-native speakers of English while simultaneously beginning their coursework for a Bachelor's or a Master's degree. All units earned in Holy Names University ESL courses count towards the Bachelor's degree.

RASKOB LEARNING INSTITUTE

The Ellen K. Raskob Learning Institute opened in 1960 to serve the needs of both children and adults who, in spite of average or better than average intelligence, have learning disabilities. The holistic philosophy of the Institute is centered upon the individual and emphasizes a multi-disciplinary approach, using educational, psychological and medical information in both diagnosis and remediation. Instruction today focuses upon reading skills, handwriting, spelling, study skills, vocabulary development, and mathematics. A library is available for students in order to encourage their reading for pleasure.

In 1973, the Institute established a full-time coeducational Day School for children in Grades 2-8. The Day School emphasizes reading, language arts, and math in a structured, individualized program. The content areas of history, geography, health, and science are provided within study units. The school is certified by the California State Department of Education and serves children with learning disabilities who do not have primary behavioral or emotional problems.

Holy Names University students may receive diagnostic testing for learning disabilities and intensive remedial instruction in reading, writing, language, and related skills through the Raskob Learning Institute. These services require an additional fee. Raskob instructional staff, faculty advisors, and the student collaborate closely to determine appropriate accommodations and when necessary, course substitutions, to meet the needs of the learning disabled student.

J.D. KENNEDY ARTS CENTER

Kennedy Arts Center contributes to the aesthetic richness of the Bay Area, serving students, artists, performers and appreciative audiences.

Since the center opened in 1964, its art gallery has served as an important resource supporting HNU's historic commitment to music and the visual and performing arts. The gallery is a venue for exhibiting student and faculty work, hosting temporary installations and exhibitions and serving as a focal point for workshops, discussions, presentations and other arts-related events. The center is enhanced by a garden courtyard which often serves as a backdrop and reception area for events and activities. It is also an ideal setting for quiet study and reflection for the entire campus community.

Kennedy Arts Center contains music classrooms, art studios, faculty offices, and a resource center that houses music recordings, art history resources and the Kodály program folk music collection. Drama productions and musical offerings, especially the numerous recitals of graduate and undergraduate music majors, are often presented in the small auditorium, McElroy Hall.

VALLEY CENTER FOR PERFORMING ARTS

Fall 1994 marked the opening of the Valley Center for Performing Arts. Funded by a \$3 million challenge grant from the Wayne and Gladys Valley Foundation, this multi-use complex houses a 400-seat theatre and a smaller studio space for more flexible staging opportunities. The upper level wing features studios, offices and a large instruction area. The Valley Center's unique design and extensive technical resources offers HNU, Oakland and the East Bay community an exciting new location for performances and meetings.

PREPARATORY MUSIC DEPARTMENT

The Preparatory Music Department was founded in 1968 by Sister Therese-Cecile Murphy, a professor of music at Holy Names College, and an early proponent of Suzuki music education in the West. The program became a center of Suzuki Education in the United States and has continued to be a renowned community music school. Beginning with sixteen students of violin, it has grown to include twenty-five instructors of piano, violin, viola, cello, harp, guitar, flute, oboe, recorder, voice and early childhood music education. Prep Music faculty presently provide expert musical instruction to over 200 students in Oakland and surrounding cities, including three youth orchestras, piano ensemble classes, and violin and cello group classes.

The department offers both Suzuki and Traditional approaches to music, but remains a well-known and respected center of Suzuki learning in the Bay Area.

The Suzuki Method provides a natural and logical approach to music education, based on how children learn language. It begins with training the ear and fostering musical ability in a nurturing environment. Music-reading begins as soon as there is an ease and fluency with the instrument, and the student is ready to decipher the written language of music on the page.

In addition to private lessons and ensembles, Preparatory Music instructors offer frequent "studio recitals" for their students, as well as numerous department-wide events that are unique to the program: an annual Pops Concert, a concerto competition, Honors Recitals, Friday Evening Recitals, and a Concerto Festival.

CAMPUS LIFE

Holy Names University is a diverse community committed to social justice and service. It is a place where faculty, staff, and students are committed to each other's success, inside and outside the classroom. HNU is a community where you will be challenged to work hard, study diligently, and learn your passion—a community where minds are liberated and lives are transformed.

Home to approximately 1400 students, members of the Holy Names University community reflect the ethnic diversity of the Bay Area. HNU enrolls students from Asia, Europe, Central America, North America, South America, Oceania, and Africa. HNU enrolls students in traditional undergraduate programs as well as students returning to college to complete bachelor's and master's degrees.

In the classroom and in co-curricular programs, students of diverse nationalities and cultures learn what it means to be a citizen of the world: a self-reliant, creative, and critical thinker who serves others as a leader for positive social change. Hence, we expect students at HNU to be thoroughly engaged in and committed to developing their full potential through academic and experiential learning opportunities.

As stated in the Holy Names University Community Standards and Code of Conduct, "[HNU] strives to help students grow into increasingly responsible and community-minded persons, and to provide students, staff, and faculty with an environment conducive to the pursuit of knowledge. Such an environment is based upon respect, trust, and integrity among all members of the community."

Students, faculty, and staff form a learning community at HNU that promotes intellectual and professional excellence by fostering the capacity to think critically, communicate clearly, understand the resources and interconnections of knowledge, and appreciate ethical and cultural issues. Holy Names University proposes to all students the importance of finding significance in life in spiritual, creative, and intellectual terms and the necessity of developing a set of ethical values to guide personal conduct.

In cases whereby students do not meet the standards of integrity outlined in the Community Standards and Code of Conduct (i.e., academic misconduct, disruptive behavior, harassment, sexual harassment, and sexual misconduct), they may have their actions addressed by the university's judicial system. All students are obligated to familiarize themselves with and adhere to the Community Standards and Code of Conduct, rules and regulations of the institution. HNU students and employees are subject to all federal and California state laws.

Resources for Learning

The Division of Student Affairs has primary responsibility for the provision of Campus Life Programs, such as Orientation and First Year Programs, Residence Life, Student Involvement and Leadership, as well as other student support areas including Career Services, Counseling and Psychological Services, and International Student Services. The Department of Athletics is also housed in the Division of Student Affairs, as is the Upward Bound Program.

ORIENTATION AND FIRST-YEAR PROGRAMS

A student's first year at Holy Names begins with New Student Orientation, providing programs that assist students in acclimating to academic life, to HNU, and to the greater Bay Area Community. Programming and support continues throughout the year with opportunities for community building, leadership development, civic engagement, and service. Incoming first-year students are also required to register for the Connections Project and lab (First-Year Experience Course), small interactive courses taught by full-time faculty that engage students in building the critical thinking and writing skills that are essential to college-level academic work, while providing opportunities for connection and collaboration with fellow students.

Orientation for students in the Adult Programs introduces them to important campus resources and services. Participants will have the opportunity to meet with their advisors, register for classes, and receive orientations to Hawk's Edge, Blackboard, and Library Services.

RESIDENCE LIFE

At Holy Names University, we believe a total educational experience encompasses the learning that takes place outside the formal classroom setting. Residence hall living is an integral part of a student's total educational development. When choosing to live in the residence halls at Holy Names University, students begin a process of life-long education and growth—a process encouraged by our diverse community. Residents have the opportunity to build relationships with students from all over the world and from a variety of cultures and lifestyles. Living in the residence halls are students who are beginning to share their lives, as well as students who are reshaping and redefining their world. Our residents range in age from 17 to 70 years old. They come from all parts of the globe and speak many different languages. Whatever culture, talents, and goals they have to share, all residents are valuable and unique members of our community.

The Residence Life Staff at Holy Names University is responsible for the overall management of the residence halls. Their goal is to create and maintain an environment that is conducive to learning and to the personal development of all students in residence. A staff member is available at all times to assist residents with questions, concerns, and security issues, as well as socializing and community building.

Students interested in applying for on-campus housing must complete an HNU Housing Application and submit a security deposit.

Each student in residence must sign a Residence Life Contract before receiving her/his room key. This contract should be read carefully as students will be held responsible for its terms and conditions. In the standard Residence Life Contract, students must leave the halls during Winter break and meals are not covered during the Thanksgiving and Spring breaks. The Residence Life Contract is a full academic year contract. There will be a contract cancellation fee applied to all terminated contracts after residents check into the halls. If a student breaks the contract prior to the end of either semester, any refund will be subject to the prorated schedule established by the Student Accounts Office.

ASSOCIATED STUDENTS OF HOLY NAMES UNIVERSITY (ASHNU)

All enrolled students are members of the Associated Students of Holy Names University (ASHNU). The purpose of the association is to parallel the mission of the University by promoting the development of the whole person through various programs, activities, and dialogues among Holy Names University students and with the community at large.

The ASHNU Executive Board is the governing body of ASHNU and is composed of the six executive officers. These student leaders represent the student body by acting as a voice to the administration, faculty, staff, and outside community regarding social, political, cultural, and academic issues relevant to the student body. ASHNU also consists of two additional leadership groups. The Cabinet and the Class Council work in collaboration with the Executive Board to ensure that ASHNU is providing programs and services to meet the needs of all students.

STUDENT CLUBS

The University strongly encourages and supports campus clubs and organizations. Students may participate in spiritual, social, professional, educational, and cultural organizations. Club membership is open to all interested students, faculty, and staff at the University. Each student club is required to register annually with the University through the Division of Student Affairs and all registered clubs are eligible to request funding from ASHNU via a written proposal.

CAREER SERVICES

Career Services works to provide quality advising, programming, and assessment to all students and alumni in the areas of career exploration and development. Our purpose is to educate students and alumni about the skills and resources needed to achieve their career goals while also teaching students how to evolve and grow in their careers through self-assessment and self-awareness.

Career Services also encourages students to participate in career-related internships that aim to provide practical learning experiences outside of the classroom. Students have the option to enroll in one of the Career and Life Planning courses (CALP) offered each semester. Each class can be taken for 1-3

units up to a maximum of 6 units that will apply toward upper-division credit.

Online job and internship search engines and more information about the annual Career Fair and other services can be found online: www.hnu.edu/studentlife/careerservices.html

COUNSELING SERVICES

Counseling Services seeks to help students develop their full personal, social, and academic potential. It also serves as an educational and consultative resource to the university community. The counselors are trained and available to listen, add an unbiased perspective, and help students negotiate life's challenges. Services are provided in a safe environment that is respectful of cultural and individual differences.

Free and confidential individual, couples, and group counseling are available to all enrolled students. Students are seen by appointment. Counseling Services also provide crisis intervention services, presentations about a variety of issues of concern to the campus community, and consultations with faculty and staff.

The Director of Counseling Services is available to be paged after hours in emergency situations.

DISABILITY SUPPORT SERVICES

Holy Names University is committed to creating a diverse community that includes students with documented disabilities—including mobility, visual, hearing, medical, psychological or learning disabilities. While HNU offers no academic programs designed exclusively for individuals with disabilities, the university is committed to providing support and accommodations to all students who have need and are legally entitled to them. At the same time, the university encourages all students to take responsibility for their own academic career, to learn about themselves and their peers, and to appreciate and explore their considerable abilities. The fundamental goal of services and support for students with disabilities is to empower those students and to create opportunities for greater independence and self-advocacy.

Disability Support Services can best assist students in the context of a partnership based on mutual responsibility and clear communication. Students are expected to maintain ongoing communication with DSS, with faculty, and with other staff on campus regarding their need for accommodations and special services. Staff and faculty can be expected to work with students to implement accommodations and to make every effort to find solutions to problems, provided they are made aware of a student's needs (and of any difficulties) in a timely manner.

For information about the kinds of accommodations and support that are available at HNU and about how to provide documentation in support of a request for accommodations, contact the Director of Disability Support Services at dss@hnu.edu.

INTERNATIONAL STUDENT SERVICES

International Student Services provides non-academic support

to the international community at Holy Names University in the form of immigration services, advising regarding lifestyle adjustment, and other services provided in collaboration with various departments within the campus. In valuing the cultures and perspectives of all HNU students and staff, we hope to further expose our community to global diversity and international education as a way of understanding others while continuing to grow together as an inclusive campus.

The International Student Advisor is required to report the status of current F-1 international students to the Department of Homeland Security; however any student is welcome to be involved in the events and services hosted by International Student Services.

HNU ATHLETICS

The HNU Athletics program was established in 1994 and has become an integral part of Holy Names University. HNU Athletics has impacted hundreds of students in its nearly two decades; realizing success through intercollegiate competition, academic pursuits, and an emphasis on the full development of one's potential.

HNU Athletics is presently affiliated with the National Collegiate Athletic Association (NCAA) as a Candidacy Member, competing in the Pacific West Conference (PacWest). The University offers sports for women in soccer, volleyball, basketball, golf, softball, cross-country, and tennis, and sports for men in soccer, volleyball, basketball, golf, cross-country tennis, and baseball.

HNU Athletics continuously seeks alignment with the strategic mission and core values of Holy Names University and actively promotes the full development of one's talents through a commitment to the total educational experience of student-athletes.

To realize this vision, HNU Athletics dedicates itself to the pursuit of leadership development, empathy, opportunity, scholarship, life-long learning, and a strong work ethic. As a destination in the San Francisco Bay area for student-athletes to pursue learning and personal development, HNU Athletics is committed to the pursuit of excellence by:

- Paying attention to the physical, emotional and psychological health of our students through student development programs and interventions
- Promoting civility by using dialogue and service to help translate ideals such as tolerance and respect into responsible actions
- Modeling and communicating, for our students and each other, ways to be accountable while challenging and supporting each other to do our best
- Celebrating our accomplishments and reflecting on the meaning of our actions

To further act to realize this vision, effective leadership in HNU Athletics at Holy Names University:

Resources for Learning

- Enriches the core values of the Sisters of the Holy Names of Jesus and Mary (SNJMs) by participating in social justice cafes and mission-oriented dialogues
- Encourages pride in the campus community and promotes school spirit among students, faculty, staff and patrons
- Demands a focus on character development, discipline, and civility that encourages personal and social responsibility
- Demonstrates the core values of the University and HNU Athletics
- Helps students gain an understanding of and respect for individuals from other backgrounds and cultures while developing an attitude of responsibility to society by encouraging students to become civically engaged
- Teaches the importance of teamwork, collaboration, goal setting, achievement, self-discipline and work ethic through sports to be applied in real world settings while creating a sense of campus community
- Applies theory to practice, supporting and integrating student learning on and off the playing fields.
- Pays attention to the individual voices of students and colleagues, seeking to develop the talents they present—a holistic view of learning—while promoting dialogue and shared participation
- Abides by all rules and regulations as set forth by the institution and governing conferences as the University endeavors to operate as a model NCAA Division II institution
- Models behavior by demonstrating ethical leadership
- Bridges communication between Athletics, faculty, advising, and administration
- Recognizes facilities challenges and works toward on-going improvements
- Places value on academic rigor and developing scholar athletes
- Presents a unified voice and distinct culture within HNU Athletics
- Seeks to enact the principles set for by the NCAA for Conduct of Intercollegiate Athletics:
 1. The Principle of Institutional Control and Responsibility
 2. The Principle of Student-Athlete Well-Being
 3. The Principle of Gender Equity
 4. The Principle of Sportsmanship and Ethical Conduct
 5. The Principle of Sound Academic Standards

UPWARD BOUND

The Upward Bound Program is a Trio Program that is supported by the U.S. Department of Education. The Program focuses on increasing college access to the underrepresented population in secondary education. The Upward Bound project provides after school tutoring, Saturday College classes to prepare for college entrance exams, a summer residential program, and basic skills courses.

CAMPUS MINISTRY

Campus Ministry welcomes students, faculty, and staff, of diverse cultures, religions, and beliefs, to grow in relationship with God and others through such opportunities as:

- Student Ministries and Leadership
- Liturgies
- Interfaith Prayer, Meditation, & Faith Sharing Opportunities
- Retreats
- Campus Ministry Practica & Independent Study for Course Credit
- Sacramental Preparation and Initiation (R.C.I.A. and Confirmation)
- Religious Education & Reflection
- Spiritual Direction, Pastoral Care, & Gifts Discernment
- Service, Justice, & Peace Opportunities
- Fellowship, Community Building, & Social Activities

SACRAMENTAL MINISTRIES

Mass is celebrated in the McLean Chapel at 5:00 pm on weekdays (except Fridays) and at 5:00 pm on Sundays. Opportunities for receiving such Sacraments as Reconciliation, the Sacraments of Initiation (Baptism, Eucharist, and Confirmation), and Marriage, arranged upon request.

GENERAL SERVICES

Student mailboxes are located in the residence halls for the students who live on campus. Posting of printed materials (including flyers and banners) must be approved through the Office of Student Affairs. Lost and found items may also be recovered at the Office of Student Affairs.

J. M. Long Lounge is located near the Campus Bookstore and Rosie's Cafe. The Lounge features a comfortable environment for informal student get-togethers as well as a central location for guest speakers, special programs, and information about events and issues of concern to the student body.

The Campus Bookstore is situated in Brennan Hall and offers a wide variety of textbooks, student supplies, snacks, and gift items. School rings may be ordered through the Bookstore. Rosie's Cafe offers sandwiches, salads, snacks, and soft drinks at reasonable prices. It is a good place to gather with students and faculty over lunch. Vending machines are located adjacent to the cafe.

All students will need a Holy Names University identification card in order to have access to the entrance gate and to use various campus facilities (e.g., library, computer labs, swimming pool, fitness center, etc.). Photo IDs are issued to new students at Orientation each term. Update stickers are available in the Student Resource Center each year.

FINANCIAL INFORMATION

RATE SCHEDULE: 2014–2015

Tuition

Traditional Undergraduates (12 or more units per term)	\$34,058
per semester.....	\$17,029
less than 12 units or more than 18 units (per unit).....	\$ 1,160
Adult Program Undergraduates (per unit)	\$ 654
Graduate and Credential Students (per unit)	\$ 906
LVN (per unit)	\$ 664
RN to BSN (per unit)	\$ 654
MSN (all tracks, per unit)	\$ 928

Audit

Per unit	\$ 150
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Registration Fee

Summer session, and non-matriculated students	\$ 30
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Other Fees

Campus Fee (annual)	\$ 430
(attend classes at Oakland campus)	
Campus Fee (summer)	\$ 45
(classes at Oakland campus)	
Access Fee (annual).....	\$ 90
(Nursing students who attend via videoconference)	
ID Card replacement.....	\$ 30
Application Fee (graduate and adult undergraduate students)	\$ 50
Application Fee (semester undergraduate students).....	\$ 35
Applicant Fee for FNP students only.....	\$ 250
Credit by examination, per unit	\$ 185
Degree Certification Letter (each copy after initial letter)	\$ 5
Graduation Fee.....	\$ 150
Graduation Fee, credential and certificate students	\$ 50
Health Insurance, per year, estimate	\$ 900
Late Registration Fee.....	\$ 100
Late Payment Fee	\$ 250
Library Book Replacement	\$ 55
Library Book Replacement Processing Fee.....	\$ 20
(non-refundable)	
LVN Nursing Program Testing Fees, Estimate	\$ 400
LVN NCLEX Exam Prep	\$ 375
LVN and MSN Lab Fee (annual)	\$ 100
MSN Clinical Tracking Fee	\$ 160
New Program Fee, Graduate.....	\$ 30
Nursing Clinical Practice Fee.....	\$ 75
Orientation Fee	\$ 50
PEEL Application/Counseling Fee	\$ 125
PEEL Evaluation Fee, per course	\$ 325
Placement file (graduate and credential)	\$ 25
Each copy after 3.....	\$ 5
Practice Room Rental, per semester (5 hours per week)	\$ 15
Private Music Lessons, per semester, per instrument	\$ 750
Recital Fee.....	\$ 100
Résumé Writing & Consultation & Employment Counseling (<i>non-HNU students or employee - per hour</i>).....	\$ 50

Testing:

Advanced Composition Competency	\$ 35
Employment Testing (HNU and others)—per test.....	\$ 5
Myers-Briggs	\$ 5
Transcripts: each copy—official (each copy requested).....	\$ 5
unofficial	\$ 3
Travel, lodging, and meals for travel-study courses.....	\$ TBD

Room and Board Rates

Room	Per Year	Per Semester
Double	\$ 6,048	\$ 3,024
Double as Single.....	\$ 8,632	\$ 4,316
Single	\$ 6,188	\$ 3,094
Single w/ bath	\$ 8,632	\$ 4,316
Mini Single.....	\$ 6,130	\$ 3,065
Extended Suite	\$ 5,736	\$ 2,868

Board Plans

19 meals per week	\$ 5,560	\$ 2,780
14 meals per week	\$ 5,364	\$ 2,682
10 meals per week	\$ 5,178	\$ 2,589

Other Residence Hall Fees

Housing Reservation Deposit (required).....	\$ 100
Contract Agreement Cancellation.....	\$ 300
Mailbox Key Replacement.....	\$ 50
Room Key Replacement	\$ 50
Residence Hall Access Card Replacement	\$ 50
Room Lock Change Fee	\$ 50
Improper check out	\$ 50
Cleaning.....	\$ 50-100

Payment of Tuition and Fees

Payment is due by the deadlines published by the Student Accounts Office. In most cases, payment is due before the start of the term. Late payment or non-payment of the balance owed may result in late payment fees, cancellation of the current registration, a hold on future registration, and withholding of transcripts and grades. Unpaid balances for students not enrolled in the current term are subject to collection by a third party; collection fees and attorney costs may be assessed.

Options

There are three options for paying fees and tuition:

1. Payment in Full

Payment may be made by cash, check, credit card or debit card. For students receiving financial aid, payment in full is considered to be payment of any balance owed.

2. The Interest-Free Monthly Payment Option

We understand that education expenses are easier to pay when spread over predictable monthly payments. Our monthly payment plan, administered by Tuition Management Systems (TMS), is an alternative to large annual or term payments and helps limit borrowing. It is available for a low enrollment fee and includes: convenient monthly payments, 24-hour account access through Tuition Management Systems' web site, toll-free automated account information, toll-free personal service Monday-Saturday at 800-722-4867. For costs and schedules, toll-free phone numbers, or to enroll, visit hnu.afford.com.

3. Employer Tuition Assistance

Students whose employers will be reimbursing all or part of their tuition are not required to pay the reimbursement amount in advance if certification from the employer is submitted to the Student Accounts Office prior to the payment deadline. Certification forms are available on the Student Accounts webpage.

Refund Policy

Tuition

Students who drop one or more classes may be entitled to a full or partial refund of their tuition. In order to be eligible for a refund of tuition, the student must formally drop the class/classes online or on paper via a Schedule Change Form submitted to the Student Resource Center. The amount of tuition refunded depends on the date the student formally drops the class/classes. Enrollment deposits, campus fees, and other fees are non-refundable. There is no tuition refund available for students who drop or withdraw from classes after the tuition refund period. The financial aid award may be adjusted to reflect the change in enrollment; this may result in a balance due to the University. The tuition refund schedule for official drop/withdrawal is published in the Academic Calendar and follows the pattern below:

Semester Classes

Through day 14 of semester	100%
From day 15–21 of semester.....	50%
After day 21 of semester.....	0%

Accelerated Term Classes

Through day 14 of term	100%
After day 14 of term.....	0%

Fees

Fees are non-refundable.

Adult Students Taking Courses in Traditional Program

An ABD or BSN student may take classes in the traditional undergraduate program. However, if 50% or more of the units in any semester are taken in the traditional program, the adult student will be charged the traditional student tuition rate for all units in that term.

FINANCIAL AID

Financial assistance is available to Holy Names University students from federal, state, and institutional sources. Holy Names University desires to assist students with the direct costs (tuition, books, and supplies) and support the indirect costs (living expenses, travel to/from campus, etc.) of their education. The family’s ability to contribute, as determined by the Federal Estimated Family Contribution (EFC), is considered first when awarding financial assistance. Although it is first and foremost the family’s responsibility to finance the cost of education to the extent possible, HNU’s financial aid programs are designed to assist with the gap between the family’s ability to pay and the total costs of education.

There are three ways that HNU provides financial assistance: 1) institutional, state and federal grants and scholarships (funds that do not have to be repaid), 2) federal low-interest loans, and 3) part-time employment through federal work study programs and institutional work programs.

ELIGIBILITY

Students are eligible for need-based financial assistance if they meet the following criteria:

1. United States citizen, permanent resident, or eligible non-citizen of the United States.
2. Officially accepted into a degree, certificate or credential program by the Office of Admissions.
3. Have a high school diploma, GED or the equivalent.
4. Enrolled full-time for traditional undergraduate grants and scholarships
5. Enrolled at least half-time per term for:
 - Undergraduate programs—6 units per semester
 - Graduate programs—5 units per semester
 - Certificate and credential programs—6 units per semester.
5. Do not owe a refund on a federal grant and not be in default on a federal educational loan received at any institution of higher education.
6. Maintain satisfactory academic progress as outlined in this Catalog.

HOW TO APPLY

Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. After the FAFSA has been processed, the Financial Aid Office will send you an Award Notification Letter to notify you of the amounts and types of aid for which you are eligible. The school code for the FAFSA is 001183-00.

In some cases, the Financial Aid Office may request additional information from you in order to process your financial aid (for example, tax return, verification of citizenship, etc.) Please respond to these requests as soon as possible in order to avoid further delays in processing your aid.

FIRST TIME LOAN BORROWERS AT HOLY NAMES UNIVERSITY

Loan Counseling: New borrowers are sent a letter from our Guarantor EDFUND via email advising you that your Master Promissory Note (MPN) will be available for signature once you complete your federally required Entrance Loan Counseling Test on EDTE\$T, an On-line loan counseling program (an electronic link to the site is provided in the email).

Selecting a Lender: After successfully completing the EDTE\$T Entrance Exam, you will be directed to www.collegelenderlist.com by clicking on a hyperlink at the bottom of the EDTE\$T confirmation page. Here you will need do a comparison shopping of borrower benefits for each lender and decide on ONE lender where you would like to receive your Stafford Loans.

Master Promissory Note: Once you select a lender, please click “Apply at EDFUND” link, which directs you to EDFUND’s WEBAPP site to complete your Master Promissory Note (MPN) which is the actual loan application. Choose your selected lender from a drop-down list on WEBAPP and then perform the E-signature process. You will need your FAFSA PIN (www.pin.ed.gov) to E-sign your application. Alternately, you can print the MPN and sign and mail the paper copy of the MPN to EDFUND, address will be provided (this will slow the application process down).

Loan Disbursement: Once the loan has been E-signed or paper MPN received, the loan is guaranteed and approved for disbursement and released on the date determined by the Financial Aid Office. There is a federally mandated 30 day delay for first time borrowers.

CONTINUING AND TRANSFER STUDENTS AT HOLY NAMES UNIVERSITY

Please obtain a paper lender comparison chart from the Financial Aid Office. Review comparison of borrower benefits of lenders. It is recommended that you continue to stay with the same lender that you previously had borrowed. You may elect a new lender but you will be required to complete a new Master Promissory Note (MPN). This will slow down your disbursement of your federal Stafford Loans.

Selecting the same lender: If you elect to keep the same lender from which you previously borrowed, notify the Financial Aid Office. The Financial Aid Office will electronically certify your Stafford Loans and there is nothing further for you to do. Your loan will disburse on the date set by the Financial Aid Office.

Selecting a new lender: If you elect a NEW lender, please obtain a paper MPN from the Financial Aid Office. Complete the MPN by indicating your new lender on the application, sign, and mail to EDFUND. The loan will be guaranteed, once the paper MPN is received, and approved for disbursement. Your loan will be disbursed on the date set by the Financial Aid Office.

For assistance, please contact the Financial Aid Office by phone at 510.436.1348 or 510.426.1327, or by fax at 510.436.1199.

DEADLINES

The deadline for the state Cal Grant programs, Holy Names University scholarships, and the priority deadline for Holy Names grant assistance is March 2nd for the upcoming Fall. Students applying for aid after that time will be considered on a funds-available basis. Continuing students are expected to reapply for financial aid each year by the March 2nd deadline.

HOW FINANCIAL AID IS DETERMINED

The majority of financial aid funds at Holy Names University require that the FAFSA be submitted. Income and asset information provided on the FAFSA is evaluated using the Federal Methodology (FM) formula determined by the U.S. Congress. The results of this calculation provide each student/family with

an Expected Family Contribution (EFC).

Several merit scholarships and loan programs are available to students. Federal Unsubsidized Stafford Loans, Federal Parent Loan for Undergraduate Students, and alternative student loans, are also available.

Each year the Financial Aid Office reviews the cost of attending Holy Names University and develops budgets tailored to meet the needs of semester, weekend, and accelerated undergraduate and graduate students. These budgets provide for a modest standard of living and include tuition, room and board/food, books, supplies, personal expenses, and required travel. The cost of attendance budget provides average figures, using actual institutional charges with estimates for other expenses. In most cases, financial aid may not cover a student’s total need or cost of education.

After an applicant has been formally admitted to Holy Names University and the financial aid file is complete, the Financial Aid Office will determine the Financial Aid Award. The types and amounts of the awards are individually calculated based on conditions like academic quality, athletic or musical talent, financial need, and the resources of the university. Financial aid recipients should notify the Financial Aid Office of any changes in enrollment, housing status, or financial resources. Such changes often require a change in the amount of financial assistance.

ENROLLMENT STATUS

Enrollment status is based on the program to which the student has been accepted at Holy Names University. These programs fall into the following categories:

1. Undergraduate programs
2. Graduate programs
3. Teacher Credential programs

Tuition charges and aid eligibility differ from one category to another and within categories, and will be based solely on program, regardless of the format in which the student chooses to take classes—weekday, weekend, accelerated, or a combination.

Financial aid eligibility for students pursuing a second Bachelor’s degree is limited to Federal loans and Work-Study.

Withdrawal from the University

Financial aid recipients who withdraw from the University are required to have an online exit interview at [www.edfund.org-EdTe\\$t](http://www.edfund.org-EdTe$t) so that the student will learn of the University’s refund policy, what repayment of aid may be required, and how withdrawal might affect future eligibility for aid.

Changes due to the Higher Education Amendments of 1998 require a Return of Title IV Funds of unearned tuition, fees, room, and board to any student who withdraws completely from his/her term at Holy Names University. This applies only to those students who have received Federal funds or whose parents have received Federal funds. The Return of Title IV refund is in effect through 60% of the enrollment period.

SCHOLARSHIPS AND GRANTS

Federal Grant Programs

Federal Pell Grant: This program provides up to \$4731 per year for full-time undergraduate students. Eligibility is based on a family's financial circumstances and is thus need-based. Students who enroll less than full-time will receive a percentage of the award, if eligible.

Federal Supplemental Educational Opportunity Grant (SEOG): Grants are awarded to full-time undergraduate students. Grants range from \$100 to \$1500 and depend on need and availability of funds. Priority is given to students receiving Pell Grants.

State Grant Programs

The following programs are available to California residents and are administered by the California Student Aid Commission. To apply, students need to complete and submit the FAFSA and a GPA Verification form by the March 2nd postmark deadline. These Grants are renewable for students who maintain a 2.0 GPA and at least half-time enrollment.

Cal Grant A: This grant is solely for tuition expenses. Recipients are selected based on financial need and scholastic achievement. This grant is available to undergraduate students attending at least half-time and ranges up to \$9,708 annually. Students entering their freshman, sophomore, and junior years are encouraged to apply.

Cal Grant B: This program is designed for California's high potential first-year college students from low income families. Recipients receive Cal Grant B subsistence of \$1551 their first year of college. In subsequent years, in addition to the Cal Grant B subsistence, recipients will receive a full Cal Grant of \$8,322. Recipients must be undergraduates and enrolled at least half-time.

Holy Names University Merit Scholarships

Full-time, semester undergraduate students

Eligible incoming first year and transfer students will be awarded a merit scholarship based on their academic performance and potential. These scholarships are renewable for up to 5 years for students entering as freshmen or 3 years for transfer students provided the student maintains satisfactory academic progress with a cumulative GPA of 2.5 or above. All merit scholarship amounts are based, in part, on residential status of students living on-or off-campus and can change as housing status changes.

Sister Marie Rose Durocher Scholarship: This competitive full tuition award is given in honor of Sister Marie Rose Durocher. Outstanding freshmen applicants who demonstrate academic excellence are encouraged to apply. To be considered for this award, the applicant must have a 3.7 cumulative GPA and an SAT I combined score of 1100 or and ACT composite score of 24. In addition, the scholarship winner must reside in the residence halls and demonstrate willingness to provide

leadership on campus. Deadline for application will be March 1 and a separate application available through the Office of Undergraduate Admission is required. This scholarship is renewable for up to 4 years from initial entrance into HNU with a minimum renewable GPA of 3.7, residency on campus and evidence of leadership on campus. This scholarship cannot be stacked with other institutional aid.

Athletic Scholarships: Holy Names University offers athletic scholarships in Women's and Men's Volleyball, Women's and Men's Basketball, Women's and Men's Soccer, Men's Golf, Women's Softball, and Women's and Men's Cross-Country. Awards range from \$1,000 to full tuition and are determined by the Athletic Department in coordination with the Financial Aid Office. Awards are based on athletic merit, scholastic merit, and need. A FAFSA is required.

Music Scholarships: The University offers several tuition scholarships up to \$5,000 for undergraduate music majors. Awards are determined by the Music Department in coordination with the Financial Aid Office. Selection is based on audition. Students must be full-time and sustain or increase their level of performance to remain on scholarship. A FAFSA is required.

Religious Discount: Adult and graduate students who are current members of Catholic religious orders may be eligible for a tuition discount if they apply by the March 2 priority deadline for fall and November 1 for the spring semester.

Catholic High School Scholarship: Entering freshmen from designated Bay Area Catholic High Schools may be eligible to receive awards up to \$5,000. These scholarships are awarded to full-time students and are renewable for three years. Please check with the Office of Undergraduate Admission for details.

Holy Names University Endowed Scholarships

Holy Names University has several generous donors who provide scholarship funds to full-time undergraduate and graduate students. Students are evaluated for these awards, according to criteria established by the donor. An additional application is required and available in the Financial Aid Office.

Holy Names University scholarships and grants are based on funding availability and are subject to change without notice.

Student Employment

Federal Work-Study

The Federal Work-Study and the HNU student employment programs enable students to meet their educational expenses through part-time employment. Work-study awards are based on financial need and are available to undergraduate and graduate students. On-campus jobs are available in academic departments and administrative offices, and encompass a wide variety of duties and responsibilities. Listings of jobs are posted in Career Services. Earnings are paid monthly, based on hours worked. Earnings are paid by check or can be applied to a student's account.

Student Loans

Federal Perkins Loan: Perkins loans are borrowed through Holy Names University and awarded to students with exceptional financial need. Priority is given to full-time, undergraduate students. The interest rate is 5%, repayment beginning nine months after the student ceases to be enrolled half-time. The government will pay the interest while the student is enrolled at least halftime, during the nine-month grace period, and during periods of deferment. Loan recipients must participate in Perkins Entrance Loan Counseling before they receive the proceeds of their loan. Students must also attend or do an Exit Loan Counseling from the Edfund Portal, [www.edfund.org-EdTe\\$t](http://www.edfund.org-EdTe$t), before leaving school. The maximum repayment period is ten years.

Federal Stafford Loan

There are two types of Federal Stafford Loans: Subsidized Stafford and Unsubsidized Stafford.

Subsidized Stafford: The government subsidizes the program by paying the interest while a student is in school at least half time, during deferment and during the six-month grace period. The interest rate is an annual variable rate with a cap of 8.25%. Students have a maximum ten-year repayment period. Repayment begins when a student ceases half-time attendance.

Unsubsidized Stafford: This loan is similar to the Subsidized Stafford except the government does not pay the interest. The student is responsible for all interest that accrues on the loan during school and in repayment. Students have a maximum ten-year repayment period. Repayment begins when a student ceases half-time attendance.

A student's file must be complete before his/her Stafford Loan can be certified and loan counseling is required for first-time borrowers from Holy Names University. Applications are available on the HNU website.

A student must attend or do the online Exit Loan Counseling before leaving HNU or when dropping below half-time enrollment.

Federal Parent Loan for Undergraduate Students/ PLUS Loan

A parent may borrow up to the full cost of attendance each year for each dependent student. A credit review is required and repayment of principal and interest begins 60 days after the loan is fully disbursed. Applications are on the HNU website and additional information is available in the Financial Aid Office.

SATISFACTORY ACADEMIC PROGRESS POLICY

All financial aid recipients are required to make Satisfactory Academic Progress toward their degree or credential objective. The Satisfactory Academic Progress policy requires students to complete a certain number of units and maintain a certain grade-point-average at the end of each academic year and over

their entire period of enrollment. Federal and state regulations governing student financial aid programs require the minimum standards outlined in this policy. Some HNU funds require full-time enrollment and have higher academic requirements.

1) Quantitative Requirement (Unit Requirements)

- a) Undergraduate students will be eligible to receive federal and state aid through the academic year in which they attempt their 180th unit (i.e. 150% of the number of units needed to complete a bachelor's program)
- b) Graduate students will be eligible to receive federal aid though the academic year in which they attempt units equal to 200% of their program length. Credential-only students are considered graduate students for purposes of determining Satisfactory Academic Progress.
- c) Both undergraduates and graduates must successfully complete 67% of their units attempted each academic year (rounded down to the nearest unit).
- d) "Attempted" is defined as the cumulative number of units on record in the Registrar's Office at the end of the "add" period for both Fall and Spring semesters. For trimester students, "attempted" is defined as the cumulative number of units on record at the end of the "add" period for each of the three terms. Course repetitions count as units attempted. The units for courses which a student drops, withdraws, takes an incomplete, or fails after the last day to "add" are also included in the number of units attempted.
- e) When a student transfers to HNU, the total number of units accepted for transfer is included in the number of attempted and completed units. A student pursuing a second bachelor's degree is considered a transfer student. Transfer students must meet the criteria in a) and b) above.

2) Qualitative Requirement (Grade-Point-Average)

The Satisfactory Academic Progress policy requires students to maintain a minimum grade point- average each semester. The GPA requirement shall be the same as that required under the HNU Academic Probation and Disqualification Policy. Students who are placed on Academic Probation are automatically considered to be in Financial Aid Warning Status. A student who is Academically Disqualified is deemed as having failed to maintain Satisfactory Academic Progress and is ineligible for federal, state, or institutional aid. Students who are removed from academic probation or granted readmission after disqualification will be considered to have met the Qualitative Requirement.

FINANCIAL AID WARNING STATUS

A student who does not meet unit or grade-point-average requirements as of the end of the academic year will be placed automatically on Financial Aid Warning Status. Students are required to monitor their own Satisfactory Academic Progress based upon the standards outlined in this policy statement. Students on Academic Probation are notified of this status by the Dean's Office. The Financial Aid Office will send a memorandum informing students who are on Financial Aid Warning Status due to unit deficiencies of their responsibilities; however,

Financial Information

in no way will students' receipt or non-receipt of this memo alter the fact that they are on Financial Aid Warning Status.

1) Unit Requirements

During this Financial Aid Warning Probation period the student will still be eligible for federal, state, and institutional aid. However, during the academic year in which the Financial Aid Warning Probation period is in effect, the student must make up the unit deficiency from the previous year, as well as complete the current academic year's required number of units for the student's enrollment status. Units accepted for transfer by the University prior to the end of the academic year of the Financial Aid Warning period can be used to make up the deficiency.

2) Grade-Point-Average Requirements

For failure to meet the grade-point-average requirement, the student's Financial Aid Warning Probation shall last as long as the student is on Academic Probation by the University.

Consequences for Failing to Maintain Satisfactory Academic Progress

If the above conditions are not satisfied during the Financial Aid Warning Probation Status period the student will no longer be eligible to receive federal, state, or institutional financial aid funds at HNU until such time as Satisfactory Academic Progress is reestablished.

Appeal Process

A student who is denied funds because of failing to maintain Satisfactory Academic Progress may appeal to the Financial Aid Director. Students must submit a personal letter explaining the reason(s) for not attaining the minimum number of units, as well as an academic plan from the student's advisor stating how and when the student will make up the deficiency.

FINANCIAL RIGHTS AND RESPONSIBILITIES

Student Rights

Students have the right to ask a school:

- The names of accrediting and licensing organizations.
- About programs, instructional, laboratory, and other physical facilities, and faculty.
- The cost of attendance and policies on refunds to students who drop courses.
- What financial assistance is available, including information on federal, state, and institutional financial aid programs.
- About financial aid office staff, their location, and how to contact them for information.
- The procedures and deadlines for submitting applications for each available financial aid program.
- How financial aid recipients are selected.
- How financial need is determined.
- The amount of financial need met by aid programs resources.
- How financial aid is disbursed.
- To explain the types and amounts of assistance included in

the financial aid award.

- For counseling on student loans.
- If offered a Work-study job, the type of job, hours required, duties, rate of pay, how and when wages are paid.
- To review your aid package if enrollment or financial circumstances have changed.
- How the school determines satisfactory academic progress, and appeal procedures.
- About special facilities and services available to assist disabled students.

Student Responsibilities

It is your responsibility to:

- Review all information about a school's academic programs before enrollment.
- Pay special attention to applications for financial aid. Complete all forms accurately and submit documents on time to the correct institution or agency. Errors can delay or prevent receiving aid.
- Know and meet all deadlines for applying or reapplying for aid.
- Provide all documentation, corrections, or new information requested by the Financial Aid Office or any outside agency in a timely manner.
- Repay all student loans. Signing a promissory note is agreeing to accept responsibility to repay a loan.
- Meet satisfactory academic progress requirements.
- Read, understand, and keep copies of all forms.
- Attend loan counseling for Federal Perkins Loan or Federal Stafford Loan.
- Notify the Financial Aid Office of any change in name, address, or enrollment status.
- Notify all student loan lenders of any change in name, address, social security number, or enrollment status.
- Satisfactorily perform duties outlined in a student employment position.
- Understand the school's refund policy.
- Understand the school's refund policy.

INFORMATION

Students are encouraged to contact the Student Financial Assistance Office with questions or concerns regarding the financial aid application process or their financial aid award. Please feel free to write or call: Financial Aid Office, Holy Names University, 3500 Mountain Boulevard, Oakland, California 94619-1627; 510.436.1327 or FAX 510.436.1199.

PERSONNEL

FULL-TIME FACULTY

Ann L. Alderman (1990)

Professor of English, French, and Linguistics. B.A., Miami University; M.A., University of California, Berkeley; Ph.D., Yale University.

Chantilly A. Apollon (2014)

Assistant Professor of Biological Science, B.S. University of Arizona, Tucson; Ph.D. University of California, San Francisco.

Leslie Bach (2011)

Instructor of Biological Science. B.S., Michigan State University, East Lansing; Ph.D., University of California, Davis.

Kristin N. Bird-Leonard (2014)

Instructor of Nursing, B.S.N., Brigham Young University, Utah, M.S.N., University of Utah, Salt Lake City.

Chiu Chen (2012)

Assistant Professor of Marketing, B.S., Chung Yuan Christian University Taiwan; M.S., Iowa State University; Ph.D., Purdue University.

James A. Conlon (1984)

Professor of Culture and Spirituality, Ph.D. Union Institute & University, Cincinnati, OH, S.T.B., St. Peter's Seminary/University of Western Ontario, Canada, B.Sc., Assumption University of Windsor, Ontario, Canada.

Debora Corison Kilborn (2010)

Instructor of Nursing, B.A., San Diego State University; M.S.N., Massachusetts General Hospital; Post-Master, Abilene Christian University.

Duygu Demirlioglu (1980)

Associate Professor of Physical Science, B.S., California Institute of Technology; M.A., University of California, Berkeley; Ph.D., University of Istanbul.

Kathryn Kelly Epstein (1987)

Associate Professor of Education, B.A., M.A., San Francisco State University; Ph.D., University of California, Berkeley.

Perri Franskoviak (2012)

Assistant Professor of Psychology and Counseling Psychology, B.A., University of Maryland, College Park; M.A., University of Denver; Ph.D., California Institute of Integral Studies.

Martivón Galindo (1996)

Professor of Spanish, Licenciatura, Universidad Centroamericana José Simeón Cañas; M.A., San Francisco State University; Ph.D., University of California, Berkeley.

Carina Gallo (2011)

Assistant Professor of Criminology, B.S., Stockholm University; M.S.W., Lund University; Ph.D., Stockholm University.

Sheila O'Neill Gibson (1966)

Professor of Philosophy, B.A., St. Mary's College, Indiana; M.A., Ph.D., University of Toronto.

Concetta Gomez (2012)

Assistant Professor of Mathematics, A.B., Ph.D., University of California at Berkeley.

Debora Halloran (2013)

Assistant Professor of Nursing, B.A., University of California; M.S., San Francisco State University; M.S., Chapman University.

Nina Handler (2007)

Instructor in English, B.A., M.A., San Francisco State University.

Vanessa M. Handley (2006)

Associate Professor of Biological Sciences, B.A., University of California, San Diego; Ph.D. University of California, Berkeley.

Julie Henderson (2008)

Assistant Professor of Education, B.S., Georgetown University; M.A., Ph.D., Stanford University.

Steven F. Hofer (2005)

Associate Professor of Music, B.M., M.M., California State University Northridge; Ph.D., University of California, Santa Barbara.

Nancy Hunt (2004)

Instructor in English and English as a Second Language, B.A., Reed College; M.A., Indiana University; M.A.T., The Colorado College.

Kate Isaacson (2008)

Associate Professor of Psychology, B.A., University of California, Berkeley; M.A., Ph.D., University of California, Davis.

Russell Jacobus (2014)

Instructor of Business, B.A., J.D., Santa Clara University; M.B.A. Saint Mary's College.

Edith Jenkins-Weinrub (2001)

Associate Professor in Nursing, B.S.N., University of Texas, Arlington; M.S.N., California State University, Dominguez Hills; Ed.D., Nova Southeastern University.

Martin D. Lampert (1990)

Professor of Psychology, A.B., University of Southern California; Ph.D., University of California, Berkeley.

Robert Lassalle-Klein (2003)

Associate Professor of Religious Studies and Philosophy, B.A., Santa Clara University; M.A., Gonzaga University; Ph.D., Graduate Theological Union, Berkeley.

Michael Limm (2012)

Assistant Professor of Biological Science, B.S., University of California, Davis; M.S., California State University, Chico; Ph.D., University of California.

Maria Mangini (1999)

Associate Professor of Nursing, B.A., Vassar College; M.S., Pace University; Ph.D. (c), University of California, San Francisco.

Marion Marshall (2000)

Associate Professor of Education, B.A., University of California, Berkeley; M.S., California State University, Hayward.

Kimberly Mayfield (2001)

Associate Professor of Education, B.A., University of California, Santa Barbara; M.A., Ed.D., University of San Francisco.

Zaida McCall-Perez (2006)

Associate Professor of Education, B.S., University of Wisconsin; M.A., San Francisco State University; Ed.D., University of San Francisco.

Laura M. McLaughlin (2011)

Assistant Professor of Biological Science, B.A., University of California at Berkeley; Ph.D., Harvard School of Public Health.

Tricia A. Nwokocho (2014)

Instructor of Nursing, B.A., San Jose State, B.S.N., M.S.N., University of Phoenix.

Sophia Park (2009)

Assistant Professor of Religious Studies, B.A., Ewha Women's University; M.A., Seattle University; Ph.D., Graduate Theological Union.

Richard R. Patrick (1973)

Professor of Art, B.A., M.A., University of California, Berkeley.

Christine Nahuanani Patrinos, SNJM (1994)

Associate Professor of Political Science, B.A., California State University, Hayward; M.A., Ph.D., University of Hawaii.

Laura Plunkett (2013)

Assistant Professor of Mathematics, B.S., Loyola Marymount University; M.A., Ph.D., University of California, Santa Barbara.

Anastasia Prentiss (2009)

Assistant Professor of Communication Studies, B.A., M.A., San Francisco State University; Ph.D., California Institute of Integral Studies.

Arun Rasiah (2011)

Assistant Professor of Liberal Studies, B.A., Oberlin College; M.A., Ph.D., University of California.

Charles Sarno (2000)

Associate Professor of Sociology, B.A., Boston College; M.A., Harvard University; Ph.D., Boston College.

Chiho Sawada (2009)

Assistant Professor of History, B.A., University of California, San Diego; M.A., Ph.D., Harvard University.

Helen Shoemaker (2001)

Associate Professor of Counseling Psychology, B.A., M.S. California State University, Hayward; Ph.D., Saybrook Institute.

Robert Simons (1975)

Professor of Art, B.F.A., M.F.A., California College of Arts and Crafts.

Julia I. Smith (1994)

Professor of Biological Science, B.A., Carleton College; M.S., University of Oklahoma; Ph.D., University of California, Berkeley.

Pamela Stanley (2014)

Assistant Professor of Nursing, B.S.N., M.S.N., M.B.A., Holy Names University, Oakland; D.N.P., University of San Francisco.

James Stryker (2010)

Assistant Professor of Management, B.A., M.Arch., Yale University; M.B.A., Ph.D., Rutgers University.

Laura Truxler (2011)

Assistant Professor of Integrated Studies Across Cultures, B.A., College of the Holy Cross; M.A., Florida Atlantic University; Ph.D., California Institute of Integral Studies.

Tsze Tsang (2010)

Assistant Professor of Chemistry, B.S., Southern Connecticut State College; M.S., University of Nevada; Ph.D., University of California, Davis.

Anne F. Walker (2014)

Assistant Professor of English, B.F.A., York University; M.F.A., Mills College; M.A., Ph.D., University of California, Berkeley.

FULL-TIME FACULTY cont'd

Michelle Y. Williams (2014)

Assistant Professor of Nursing, B.S.N., M.S.N., Holy Names University, Oakland.

Jennifer Winters (2013)

Assistant Professor of Nursing, B.A., University of California, Irvine; M.S.N., University of California, San Francisco; Ph.D., Walden University.

Helen (He) Xu (2007)

Associate Professor of Finance, B.A., Dongbei University of Finance and Economics; M.A., Jinan University; Ph.D. University of North Texas.

PART-TIME FACULTY

Charles Ahern

Lecturer in Education, B.A., University of California, Santa Barbara; Ph.D., University of Tennessee, Knoxville.

Constatin Androvic

Adjunct Instructor in Mathematics, B.A., University of Bucharest

Andrei Antokhin

Lecturer in Religious Studies.

Selin Apak

Adjunct Instructor of Mathematics, M.S., California State University, East Bay.

Gemma Arguelles

Adjunct Instructor in Music, B.M., University of the Philippines; M.M., Holy Names College.

Muriel Ayanaba

Lecturer in Education, B.A., Cornell University; M.Ed., University of Ibadan, Nigeria; Ph.D., University of California, Berkeley.

Robynn Battle

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LaKisha Barrett

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Jennifer Berezan

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John Binkov

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Valerie Corpuz

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Neha Dave

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W. Scott Haime

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Elissa Hansen

Lecturer in English.

Keith Hansen

Lecturer in English.

Christopher Harrison

Lecturer in Religious Studies.

Lain Hart

Lecturer in English.

Erica Hartono

Lecturer in Dance.

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Adjunct Instructor of Biological Science, Ph.D., Harvard University.

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Patrick Houck

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Eric Howe

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Kaitlin Johnson

Lecturer in Linguistics.

Lynn Jones

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Frank H. Jorden

Adjunct Instructor of Business, B.A., Virginia Union University; M.B.A., Golden Gate University.

PART-TIME FACULTY cont'd

Monroe Kanouse

Lecturer in Music. B.A., M.A., University of California, Berkeley.

Marjorie Kaplan

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Mahmut Nedim Karayel

Lecturer in Business. B.Sc., M.Sc., Ph.Ed., University of California, Berkeley.

Cheryl Keller

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Kenneth Kim

Lecturer in Counseling Psychology. B.A., University of California, Davis; Psy.D., The Wright Institute.

Sarah King

Adjunct Instructor of Biological Science, Ph.D., Harvard University.

Lee Ann Popkin Kinzel

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Katherine Kosmos

Lecturer in Special Education. B.A., Mills College; M.A., Harvard University.

Madeline Lacques-Aranda

Lecturer in English.

Melissa Lago

Lecturer in Religious Studies.

Beryl Landau

Lecturer in Art.

Kitty Lindow

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Hélène Matters

Lecturer in Music. B.M., University of QLD, Australia; M.Ed., Griffith University, Australia; M.M.Ed., with Kodaly Emphasis, Holy Names College.

Paul McNees

Lecturer in Spirituality. B.A., Webster University; M.A., California Institute of Integral Studies.

Joyce Mills

Adjunct Instructor of Nursing. B.I.N. University of New Mexico; M.S.N., University of California, San Francisco.

Halima Mohammed

Lecturer in Communication Studies.

Constance Moore

Lecturer in Communication Studies.

Trente Morant

Adjunct Instructor in Music. B.M., Westminster Choir College.

Anna Mullins

Adjunct Faculty of Nursing. B.S.N, M.S.N, D.N.Sc., University of California, San Francisco.

Gail Needleman

Lecturer in Music. B.A., Stanford University, M.M., Holy Names College.

Butler Nelson

Lecturer in Counseling Psychology. B.A., Louisiana State University, New Orleans; M.S., San Francisco State University; Ph.D., The Professional School of Psychology.

Jennifer Odum

Lecturer in English.

Augustine J. Ohwobete

Lecturer in Business. B.S., University of Benin, Nigeria; M.B.A., Federal University of Technology, Nigeria; Ph.D., Capella University.

Judith Okolie

Lecturer in Communication Studies.

Jonice Owen

Lecturer in Biological Science. B.A., Western Illinois University; D.C., Life Chiropractic College.

Rebecca Payne

Lecturer in Education. B.A., Louisiana Polytechnic Institute; M.Ed., Holy Names College; Ed.D., University of California, Berkeley.

Adam Peters

Adjunct Instructor of Biological Science. M.S., Michigan State University.

Gregory Portillo

Lecturer in Business. B.A., California State University Hayward; M.A., University of California, Los Angeles; Ph.D., University of California, Berkeley.

Astrid Proboll

Lecturer in Business. B.A., M.B.A., San Francisco State University; M.A., University of Heidelberg

Sophia Reinders

Lecturer in Spirituality. M.A., Antioch University West; Ph.D., Saybrook University.

Rachelle Rogers-Ard

Lecturer in Education. B.A., M.Ed., Holy Names College.

Rosemary Radford Ruether

Lecturer in Spirituality. B.A., Scripps College; M.A., Ph.D., Claremont Graduate School.

William A. Sadler, Jr.

Adjunct Professor of Business and Sociology. B.A., University of Michigan; Th.M., Ph.D., Harvard

Sara Salazar

Lecturer in Religious Studies.

Joel Schlader

Lecturer in Drama.

Michael Shopshire

Lecturer in Psychology. A.B., University of Southern California; M.A. California State University, Long Beach; Ph.D., University of California.

Terry Shuster

Lecturer in Education. B.S.W., M.S.W., Adelphi University; P.P.S.C., California State University, Stanislaus.

Gwenn Silva

Lecturer in Counseling Psychology. B.A., Holy Family College; M.A., Saint Mary's College.

Lois Frances Smith

Lecturer in Music. B.S., Dickinson College; M.M., Holy Names College.

Terrance Smith

Lecturer in Spirituality. Mt. St. Seminary; M.A., Creighton University, Omaha, NE.

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INDEX

- A**
- Academic
- Advising 13, 78
 - Appeals 24, 89
 - Assessment 12
 - Calendars 8
 - Disqualification 24, 86
 - Double Major 31
 - Graduation Requirements in Major 31
 - Honesty 22, 84, 133, 152
 - Honors 20, 131, 150
 - Leave of Absence/Withdrawal 15, 79, 126, 148
 - Requirements of the Major 31
 - Minor 32
 - Planning a Program 13, 78
 - Policies and Procedures 13, 76, 124, 146
 - Principles 6
 - Probation 24, 136
 - Re-enrollment 15, 79
 - Restatement 24, 86
 - Related Fields Major 31
 - Requirements
 - Graduate 88
 - Undergraduate 27
 - Responsibilities and Rights of Students ... 25, 86
 - Self-Designed Major 31
 - Support Services 157
 - Warning 24, 136
- Accelerated Programs
- Adult Baccalaureate Degree 13
 - Educational Therapy Certificate 108
 - LVN to BSN 119
 - RN to BSN 122
 - 5-year BA/MM or BM/MM (Music) 60
 - 5th-year BA/MBA Program 40, 90
 - 3-year Degree Program 10
- Accounting 40
- Bachelor of Science Degree 40
 - Minor 40
 - Courses 40
- Accreditation of the University 5
- ADA Accommodations 161
- Adding/Dropping Courses 14, 79
- Address
- Changing 22, 84, 133, 152
 - University 179
- Administration 174
- Admission, Graduate 76
- Application Procedures 77
 - Classification of Students 80
 - Graduate Status 80
 - Provisional Graduate Admission 80
 - Conditional Graduate Admission 80
 - Special Post-Baccalaureate Status .. 78, 80
 - English Language Proficiency 77
 - Policies and Procedures 76
 - Requirements 77
 - Requirements for International Students 77
- Admission, Undergraduate 9
- As a First-Year Student 9
 - As a Transfer Student 10
 - As an Adult Learner 11
 - As an International Student 10
 - To the Bachelor of Science in
 - Nursing Programs 11, 118
 - Policies and Procedures 13
 - Special Admission Programs 12
 - Second Bachelor's Degree 12
 - Special-Status Undergraduate Student 12
 - Three-Year Degree Program 10
- Adult Learner
- Adult Baccalaureate Degree 11, 13
 - Admission 11
 - Application Procedures 11
- Advanced Placement 16, 128
- Advising, Academic 13, 78, 125, 146
 - Advising and Learning Resource Center 157
- Affiliations of the University 5
- ALEKS Mathematics Assessment 13, 124
- Anthropology Courses 33
- Appeals, Academic 25, 87, 136, 155
- Appeals, Deadline 14, 79, 126, 147
- Application Procedures
- Adult Learner 11
 - First-Year Student 9
 - Graduate Student 77, 139
 - International Student, Graduate 77
 - International Student, Undergraduate 10
 - Nursing Programs 11, 119, 122, 139
 - Three-Year Degree Program 10
 - Transfer Student 10
- Art Courses 33
- Art Gallery: J. D. Kennedy Arts Center 159
- Assessments 13, 18, 124, 129
- English Language—for
 - International Students 13, 124
 - Mathematics 13, 124
- Associated Students 160
- Athletics 161
- Attendance 24, 86
- Auditing 17, 80, 129, 149
- Fee 163
- B**
- Bilingual Authorization 107, 108
- Biological Science Major 35
- Bachelor of Arts Degree 35
 - Bachelor of Science Degree 36
 - Courses 36
 - Minor 36
- Board of Trustees 174
- Bookstore 162
- Buckley Amendment
- See Family Education Rights and Privacy Act (FERPA)
- Business Administration Program, Graduate ... 89
- Application 90
 - Courses 91
 - Degree Requirements 90
 - MSN/MBA Dual Degrees 140
- Business Major 38
- Bachelor of Arts Degree 39
 - Courses 40
 - Minor 40
- C**
- Calendars, Academic 8
- California State Grants 166
- Campus Life 159
- Campus Ministry 162
- Career and Life Planning Courses 42
- Career Services 160
- Catalog Requirements Under Which a Student Graduates 14, 79, 126, 147
- Catholic High School Scholarship 166
- Certificate Programs
- Nurse Educator 142
 - Culture and Spirituality 99
 - Educational Therapist 108
 - Family Nurse Practitioner 142
 - Forensic Psychology 94
 - Kodály Specialist 116
 - Kodály Summer Institute 116
 - Nursing Administration/Management 142
 - Pastoral Counseling 94
 - Piano Pedagogy with Suzuki Emphasis 114
 - Public Health Nurse 123
 - Traumatology and Treatment 94
 - Vocal Pedagogy 115
- Change of
- Address 22, 84, 133, 152
 - Major 32
 - Name 22, 84, 133, 152
 - Program Type 32
 - Schedule 14, 79, 126, 147
- Chemistry Courses, Minor 43
- Classifications, Graduate Student 78
- CLEP (College Level Examination Program) .. 16
- Clubs and Organization 160
- College Level Examination Program (CLEP) .. 16
- Commencement Ceremonies 8, 82, 151
- Communication Studies 43
- Multimedia Arts and Communication Studies Major 44
 - Courses 44
 - Minor 44
 - Business Communication Concentration ... 39
- Computer Resources 157
- Conditional Graduate Admission 78
- Cooperative Education, Credit for 17
- Counseling Psychology Program 92
- Application for Program 92
 - Courses 95
 - Master of Arts Degrees 93
- Counseling Center 161
- Courses
- Graduate 91, 143
 - Identification of Courses 32, 88
 - Cancellation 33, 89
 - Cycling 33, 89
 - Independent Study 33, 89
 - Internship 33, 89
 - Numbering 32, 88
 - Research 33, 89
 - Senior Seminar 33
 - Special Study 33, 89
 - Special Topics 33, 89
 - Undergraduate 33
- Credential Programs 106
- Education Specialist: Mild/Moderate 106
 - Multiple Subject 106
 - Single Subject 106
- Credit, General Policies and Procedures 14, 82, 127, 148
- Advanced Placement 16, 128
 - CLEP 16, 128
 - Cooperative Education 17, 128
 - Courses From Other Institutions 16, 128
 - Credit/No Credit 18, 82, 130, 150
 - Cross-Registration 15, 80, 127, 148
 - Examination 15, 127
 - Extension Classes 17, 128
 - Graduate, for Undergraduate Program ... 15, 148
 - Individual Instruction 15, 127
 - International Baccalaureate 16, 128
 - Military Training and USAFI 17, 128
 - Non-collegiate Instruction 17

Index

- Portfolio-Evaluated Experiential Learning16, 127
Transfer Credit Policies 16, 80
Credit Hours..... 32, 80
Criminology Major46
Bachelor of Arts Degree46
Courses46
Minor.....46
Cross-Registration 15, 80
Culture and Spirituality Program99
Sophia Center99
Certificate99
Courses, Spirituality100
Sabbatical Programs100
Master of Arts Degree99
Summer Institute100
Cushing Library157
- D**
Deadline Appeals Committee..... 14, 79
Dean's List..... 20, 131
Declaration of Major.....31
Deferred Grades 18, 81, 130, 150
Dentistry, Pre-professional Concentration75
Diplomas 19, 82, 131, 150
Directions to the College179
Directory Information, Student21
Directory of Campus Resources and Services ...179
Disability Support Services.....161
Disqualification, Academic... 24, 86, 95, 106, 136
Disruptive Student Behavior 23, 95, 134
Diversity Policy7
Divisional/Departmental Honor Societies ..20, 82, 131
Dormitories.....116
Double Major31
Dropping/Adding Courses 14, 78, 26, 147
Dual Master Programs,
Counseling Psychology and
Forensic Psychology93
Nursing and Business140
- E**
Economics Courses42
Education Program102
Admission Requirements103
Bachelor of Arts Degree
in Liberal Studies55
Certificate in Educational Therapy.....108
Courses108
Credential Programs.....106
Education Specialist: Mild/Moderate 107
Multiple Subject106
Single Subject107
Bilingual Authorization 107, 108
Master of Education Degree.....104
Concentrations.....104
Thesis.....105
Employer Tuition Assistance164
Employment, Student 166
English..... 47, 113
English Major117
Bachelor of Arts Degree47
Courses, Undergraduate48
Honors Study47
Minor.....47
Master of Arts Degree113
Courses, Graduate.....113
English as a Second Language Courses.....49
English as a Second Language Program.....158
English Language Proficiency
Graduate88
Undergraduate11
Enrollment Status 17, 80
Full-time Undergraduate Status.....17
Full-time Graduate Status 80, 149
International Undergraduate Students 17, 129
International Graduate Students 80, 149
Veterans' Enrollment Status.. 17, 80, 129, 149
Evaluation 18, 81, 129, 149
Credit/No Credit for Graduates 82, 150
Credit/No Credit for Undergraduates .. 18, 30
Deferred Grading for Graduates..... 82, 150
Deferred Grading for Undergraduates 19, 130
Grades..... 8, 51, 129, 149
Incomplete for Graduates..... 81, 150
Incomplete for Undergraduates 18, 130
In Progress for Graduates 82, 150
In Progress for Undergraduates 19, 130
Pass/Fail 19, 130, 150
Examination, Credit by.....15
Exchange Programs158
Extension Courses
Transfer of Graduate credit.....80
Undergraduate credit.....17
- F**
Faculty Roster169
Family Education Rights and Privacy Act... 20, 83,
..... 132, 151
Fees163
FERPA..... 20, 83, 134, 151
Final Examinations.....24
Financial
Aid164
Certification for International Students.....11
Deadlines for Financial Aid.....165
Information.....163
Loans167
Payment Options163
Rate Schedule..... 163
Refund Policies.....164
Rights and Responsibilities.....168
Scholarships and Grants166
First Year Programs.....160
First-Year Students
Admission9
Application Procedures.....9
Foreign Students
See entries for International Students
Forensic Psychology93
Certificate94
Courses95
Master of Arts Degree93
Founders' Medal.....132
French Courses.....49
Freshman
See entries for First-Year Students
- G**
Gallery, J. D. Kennedy Art.....159
General Education Requirements..... 27, 119
Disciplinary Studies 28, 30
Foundation in Critical Thinking &
Communication 28, 30
Interdisciplinary Studies..... 29, 30
Writing Across the Curriculum (WAC).....30
Grade
Evaluation 18, 81, 129, 189
Reports..... 21, 83, 133, 157
Grade Point Average
Academic Probation, Disqualification .. 24, 86
Bachelor's Degrees.....27
Honors.....20
Master's Degrees.....88
Graduate Division.....76
Academic Requirements88
Degree Completion.....82
Language Requirement.....88
Thesis or Project88
Time Limit..... 79, 88, 147
Total Units and Grade Point Average.....88
Transfer of Credit.....80
Admission Policies and Procedures76
Application Procedures.....77
Classification of Students78
Courses and Programs.....89
Disqualification86
Graduation..... 19, 82, 131, 151
Ceremonies 19, 82, 131, 151
Honors at.....20
Grants and Scholarships167
Grievance Policy, Academic
Appeals..... 25, 87, 136,155
- H**
Health, Pre-professional Concentrations75
History Major50
Bachelor of Arts Degree50
Courses50
Lester-Tinnemann Scholarship.....50
Home Education Alternative Requirement.....10
Honesty, Academic..... 22, 84, 133, 152
Honor Societies 20, 82, 131
Honors
Academic20
At Graduation.....20
Study, English47
Human Subjects Protocol.....88
- I**
Incomplete Grades 18, 81, 130, 150
Independent Study..... 15, 33
Individual Instruction, Credit for..... 15, 127
Institutional Review Board (IRB).....88
Integrative Studies Across Cultures Program 29, 51
Courses51
Intercultural Peace and Justice Studies Major....52
Bachelor of Arts Degree52
Courses52
Minor.....52
International Baccalaureate..... 10, 16, 128
International Relations Major53
Bachelor of Arts Degree53
International Student
Admission, Graduate.....77
Admission, Undergraduate10
Advisor161
Application Procedures..... 10, 77
Graduate Enrollment Status80
Undergraduate Enrollment Status 17, 129
Internships 15, 33
Intersegmental General Education Transfer
Curriculum (IGETC).....30
In Progress Grades..... 18, 82, 130, 150
- J**
Job Placement
Career Services160
Student Employment166
- K**
Kappa Gamma Pi.....20
Kodály115
Master of Music in Music Education115
Specialist Certificate116
Summer Institute Certificate116
- L**
Labs, Computer157
Language Assessment, International
Undergraduates13
Language Requirement, Graduate77

- Latin American and Latino/a Studies Major...53
 Bachelor of Arts Degree54
 Courses54
 Minor.....54
 Law, Pre-professional Concentration75
 Leave of Absence..... 15, 79
 Liberal Studies (Education) Major55
 Bachelor of Arts Degree55
 Liberal Studies Courses57
 Library, Cushing126
 Linguistics Courses..... 57, 113
 Lower-Division Work.....13, 124
- M**
 Major
 Change of32
 Declaration of31
 Double31
 Graduation Requirements32
 Related Fields31
 Requirements31
 Self-Designed31
 Undergraduate Majors.....31
 Map, University180
 Mathematics Assessment13
 Mathematics Courses57
 Medicine, Pre-Professional Concentration.....75
 Military Training and USAFI, Credit for... 17, 128
 Ministry Opportunities162
 Minor32
 Mission/Vision Statement7
 Monthly Payment Plan163
 Multimedia Arts and
 Communication Studies Major44
 Music Program..... 59, 114
 Admission Requirements..... 59, 114
 Auditions..... 58, 114
 Bachelor of Arts Degree59
 Bachelor of Music Degree59
 Certificate in Piano Pedagogy with Suzuki
 Emphasis.....59
 Minor.....59
 Courses, Undergraduate60
 Five-Year BA/MM Honors Program.....60
 Kodály Specialist Certificate116
 Kodály Summer Institute Certificate.....116
 Master of Music Degrees.....114
 Music Education Degree with
 Kodály Emphasis.....115
 Piano Pedagogy114
 Piano Pedagogy/Suzuki Emphasis.....114
 Vocal Pedagogy.....115
 Vocal Pedagogy Certificate115
 Courses, Graduate.....116
- N**
 Name, Change of..... 22, 84, 133, 152
 Non-collegiate Instruction, Credit for.....17
 Nondiscrimination Policy..... 25, 87
 Numbering, Course 32, 88
 Nursing Program..... 118, 138
 Admission 11, 119, 120, 112
 Administration/Management Post-Master.142
 Nurse Educator Post-Master.....142
 Courses, Graduate142
 Courses, Undergraduate121
 Family Nurse Practitioner Post-Master.....142
 Nursing Preparation Program.....118
 LVN to BSN Program.....119
 Master of Science Nursing Degree139
 MSN/MBA Program.....140
- NEXUS Program
 See RN to BSN program
 Pathways Program.....140
 Public Health Nurse Certificate123
 RN to BSN Program.....122
- O**
 Occupational Therapy, Pre-Professional
 Concentration.....75
 Official Educational Record 20, 83, 132
 Ombudsperson..... 27, 137, 156
 Orientation 14, 160
- P**
 Pass/Fail Grades..... 19, 82,130, 150
 Pastoral Counseling Certificate94
 Payment of Tuition/Fees.....163
 Pedagogy114
 Master of Music in Piano Pedagogy114
 Master of Music in Piano Pedagogy with
 Suzuki Emphasis114
 Master of Music in Vocal Pedagogy115
 PEEL (Portfolio-Evaluated Experiential
 Learning).....127
 Peer Tutoring.....157
 Performance Assessment for California
 Teachers (PACT).....107
 Personnel.....169
 Pharmacy, Pre-Professional Concentration75
 Philosophy Major62
 Bachelor of Arts Degree62
 Courses62
 Minor.....62
 Physical Education and Health Courses63
 Physical Science Courses63
 Physical Therapy,
 Pre-Professional Concentration75
 Physics Courses64
 Placement Tests
 See Assessments
 Plagiarism 22, 84
 Political Science Courses 64
 Portfolio-Evaluated Experiential
 Learning (PEEL)127
 Post-Master Certificates.....142
 Preparatory Music Department.....159
 Pre-professional Concentrations75
 Law75
 Health/Medicine75
 Principles, Academic.....6
 Privacy of Student Records..... 20, 87, 132
 Probation24
 Profile of the University4
 Location.....179
 History..... 5
 The Faculty 6, 164
 Programs
 Graduate89
 Undergraduate33
 Provisional Graduate Admission78
 Psychobiology Major.....65
 Bachelor of Arts Degree65
 Bachelor of Science Degree65
 Psychology Major (Undergraduate)65
 Bachelor of Arts Degree66
 Courses, Undergraduate67
 Minor.....67
 See Counseling Psychology Program
 (Graduate).....92
- R**
 Raskob Learning Institute158
 Records
 Academic Appeals 25, 87
 Academic Responsibilities and Rights
 of Student 25, 86, 136, 155
 Change of Name & Address .. 22, 84, 133, 152
 Directory Information..... 21, 83, 133, 152
 FERPA..... 20, 83, 132, 151
 Grade Reports 21, 83, 133, 152
 Official Educational Record .. 20, 83, 132, 151
 Privacy 20, 83, 132, 151
 Transcripts..... 21, 84, 133, 152
 Re-enrollment, Academic 15, 79, 126, 148
 Refund Policies.....164
 Regents174
 Registration..... 13, 78, 124, 146
 Add and Drop..... 14, 79, 126, 147
 Forms..... 14, 78, 125, 147
 Schedule Adjustments 14, 78, 125, 147
 Withdrawal from a Class..... 14, 79, 126, 147
 Related Fields Major31
 Religious Studies Major69
 Bachelor of Arts Degree69
 Courses69
 Minor.....69
 Repeating Courses..... 18, 81, 130
 Residence Life160
 Residency Requirement..... 27, 80
 Resources for Learning.....157
 Academic Support Services.....157
 Computer Resources157
 Cushing Library157
 English as a Second Language158
 J.D. Kennedy Arts Center.....159
 Preparatory Music Department159
 Raskob Learning Institute158
 Study Abroad and Exchange Program158
 Valley Center for Performing Arts159
 Responsibilities and Rights,
 Academic 25, 86, 136, 155
 Rights and Responsibilities, Financial168
 Room and Board Rates163
 ROTC16
- S**
 Sacramental Ministries162
 Satisfactory Academic Progress.....167
 Schedule Adjustments 14, 78, 125, 147
 Scholarships166
 Second Bachelor's Degree12
 Self-Designed Major.....31
 Servicemembers' Opportunity College (SOC) 128
 Sisters of the Holy Names of Jesus and Mary. 4, 5
 Sociology Major70
 Bachelor of Arts Degree71
 Courses72
 Minor.....72
 Sophia Center: Culture and
 Spirituality Program99
 Spanish Studies Courses73
 See Latin American and
 Latino/a Studies Major
 Special Admission Programs.....12
 Special Post-Baccalaureate Status.....78
 Special-Status Undergraduate Student.....12
 Sport Biology Major.....74
 Bachelor of Arts Degree74
 Bachelor of Science Degree74
 Sports 63, 161
 Staff, Administrative.....174
 Student Activities 159, 160
 Student Affairs162
 Student Government.....160
 Student Handbook.....159
 Study Abroad & Exchange Programs158
 Suzuki Method..... 59, 114
 Certificate in Piano Pedagogy.....59

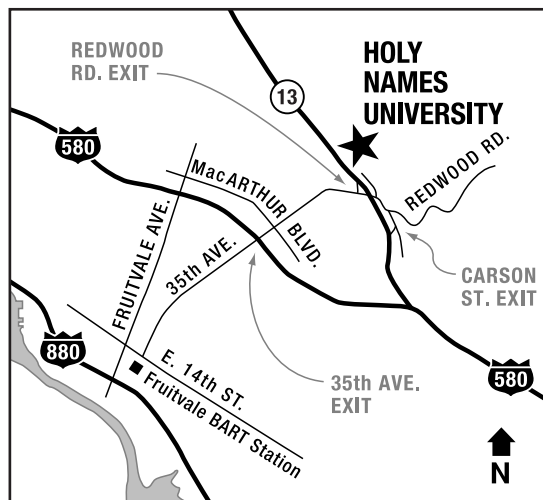
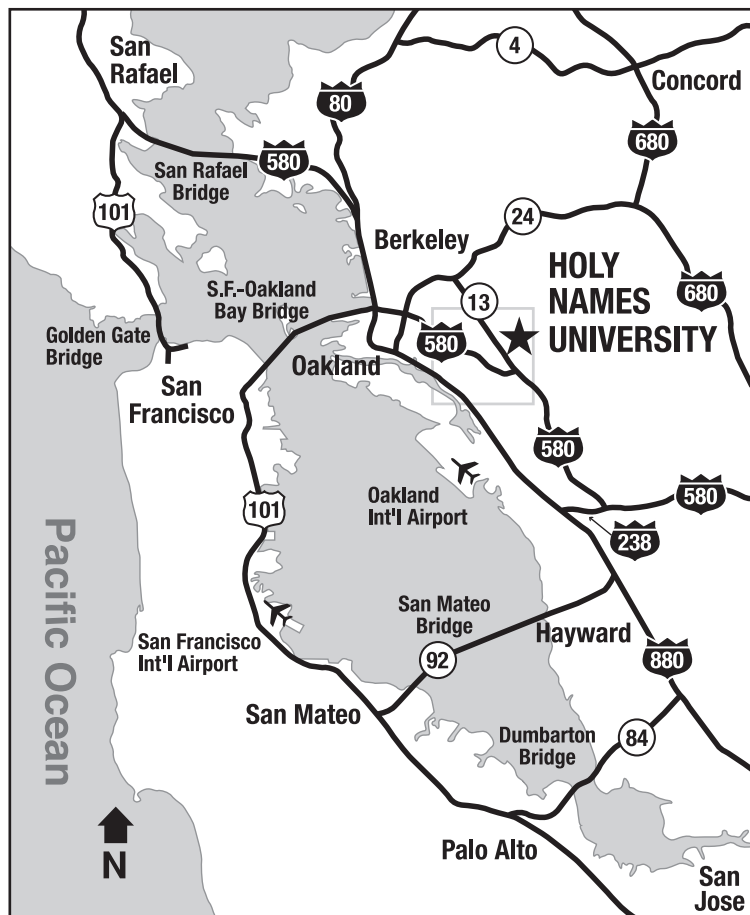
Index

Master of Music in Piano Pedagogy, Suzuki Emphasis	114
T	
Table of Contents.....	3
Technological Resources, Computers	157
Telephone Numbers, University	179
Thesis or Project, Graduate.....	88
Three-Year Degree Program	10
Time Limit, Graduate Programs.....	79, 88, 147
Total Units and Grade Point Average	
Graduate	88
Undergraduate	27
Transfer	
Admissions as.....	10
Application Procedures.....	10
Credit Policies	16, 80
Of Graduate Credit.....	80
Intersegmental General Education Transfer Curriculum (IGETC).....	30
Transcripts.....	21, 84
Traumatology and Treatment Certificate	94
Trustees, Board of	174
Tuition	163
Tutoring Services.....	157
U	
Undergraduate	
Academic Policies and Procedures	13, 124
Academic Requirements.....	27, 119
Admission Policies and Procedures	8, 119
Courses	33, 121
Credit.....	15, 127
Division	8, 118
Majors.....	33
Unit Load and Student Enrollment	
Status.....	16, 82, 129, 148
Full-time Graduate Status	82, 148
Full-time Undergraduate Status.....	16, 129
International Graduate Students	82, 148
International Undergraduate Students	16, 129
Veterans' Enrollment Status..	17, 80, 129, 149
United Status Cultures.....	75
Upper-Division Work	13, 124
Upward Bound Program	162
V	
Valley Center for the Performing Arts	159
Veterans' Enrollment Status.....	17, 80
Vision Statement.....	4
W	
Warning, Academic.....	24
Withdrawal from a Class.....	14, 79, 126, 147
Withdrawal from University.....	15, 79, 126, 148
Writer's Craft, Master of Arts	113
Writing Across the Curriculum	30

DIRECTORY OF CAMPUS RESOURCES AND SERVICES

The following is a directory of many of the offices and services on campus.

Academic Affairs	436.1040	Admission		Kennedy Art Center Gallery	436.1457
Academic Advising	436.1207	Undergraduate	436.1351	Learning Center	436.1356
Academic Departments/Undergraduate		Adult/Graduate	436.1317	Library	436.1332
Arts and Humanities	436.1231	Associated Students (ASHNU)	436.1188	Ombudsperson	436.1265
Business	436.1624	Athletics Coordinator	436.1491	Preparatory Music Department	436.1224
Integrative Studies Across Cultures Program	436.1316	Bookstore	436.1576	Raskob Institute	436.1275
Liberal Studies	436.1207	Campus Ministry	436.1081	Registrar	436.1133
Mathematics and Science	436.1030	Campus Safety	436.1601	Residence Life	436.1500
Nursing	436.1127	Career Services	436.1419	Student Accounts	436.1096
Social Sciences	436.1624	Center for Excellence in Teaching and Learning (CETL)	436-1204	Student Affairs	436.1113
Academic Programs/Graduate		Computer Helpdesk	436.1611	Student Resource Center	436.1133
Business Administration	436.1622	Counseling and Psychological Services	436.1530	Tutoring Services/ Learning Center	436.1356
Counseling Psychology	436.1543	Disability Support Services	436.1658		
Education	436.1022	Extended Education	436.1001		
Music	436.1330	Financial Aid Office	436.1327		
Nursing	436.1127	Food Service	436.1051		
Pastoral Ministries	436.1139	Health Services	436.1113		
Sophia Center: Culture and Spirituality	436.1046	Human Resources	436.1220		
		Institutional Advancement	436.1245		
		International Student Advisor	436.1419		

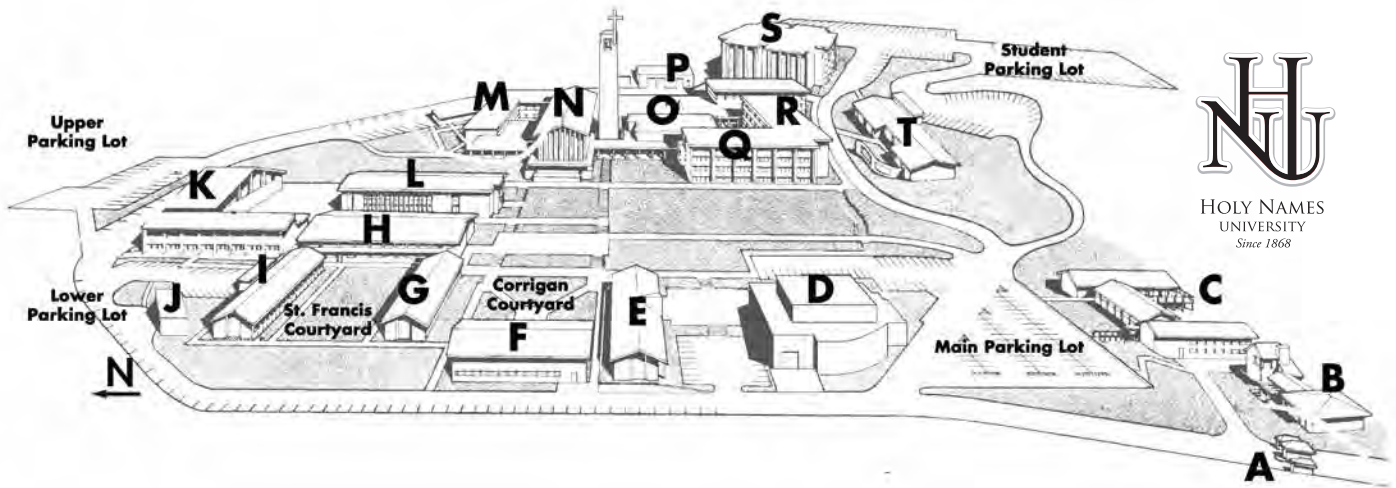


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- Design: Jo Jackson, Moejo Studios

UNIVERSITY MAP



- A – SODA CAMPUS ENTRANCE**
- B – McCREA HOUSE**
- C – J.D. KENNEDY ARTS CENTER**
Art Studios
Classrooms: 401-409
Gallery
McElroy Hall
Preparatory Music
Department Offices
- D – VALLEY CENTER FOR PERFORMING ARTS**
2nd Floor
Classrooms: 500-539
Music Department Offices
1st Floor
Green Room
Regents' Theatre
Studio Theatre
- E – MICHAEL AND MAUREEN HESTER ADMINISTRATION**
Academic Affairs
Business Offices
Disability Support Services
Human Resources
Office of the President
Student Resource Center
Financial Aid
Registrar
Student Accounts Office
- F – PAUL J. CUSHING LIBRARY**
Glass Lounge/Event space
Writing Studio
Library Classroom/Computer Lab
Library Seminar Room
- G – Y&H SODA FOUNDATION STUDENT CENTER WING**
J.M. Long Foundation Student Lounge
Student Success Center
Administrative Technology and Institutional Research
- Career Services
- Center for Social Justice and Civic Engagement

- Connections Project
- International Student Services
- Orientation
- Student Affairs
- Student Leadership Development
- H – MADELEINE BRENNAN HALL**
2nd Floor
Classrooms: 100-121
Faculty Offices
1st Floor
Advising Center
Bookstore
Faculty Offices
HEDCO Technology Support Center
International Student Services
ISAC Center
Rosie's Café
St. Francis Courtyard
Tutoring
- I – JOYCE AND RODGER DOBBEL ACADEMIC WING (Madeleine Brennan Hall)**
Classrooms: 60-78
Faculty & Staff Offices
- J – NURSING SIMULATION LABS**
- K – EDWIN AND AGNES TOBIN HALL**
1st Floor
Athletic Staff Offices
Director of Athletics
Coaches
Compliance
2nd Floor
Athletic Staff Offices
Associate Director of Athletics
Director of Sports Medicine
Edie Hawkins Fitness Center
Tobin Gymnasium
Swimming Pool

- Athletic Training Room
Locker Rooms
- L – EDWIN A. HEAFEY HALL**
3rd Floor
Classrooms: 650-668
IT Department
PC Computer Labs
2nd Floor
Faculty & Staff Offices
Nursing Learning Center
Psychology Lab
Woodward Faculty Lounge
1st Floor
Education Department
Faculty & Staff Offices
Staff Lounge
- M – FOUNDERS' HALL (NORTH AND EAST)**
Alumni Relations Office
Bay Vista Room
Broadcast Studio
Campus Ministry
Graphic Design
Office of Admissions:
Graduate, Undergraduate, Adult
Office of Mission Effectiveness
Office of University Advancement (OUA)
Public Relations and Marketing
Residence Halls (Founder's East)
Sophia Classes
Web Manager
- N – McLEAN CHAPEL**
- O – DINING ROOMS**
Kitchens & Epicurean Office
Montclair Dining Room
Public Market
- P – SODA COMMONS**
ASHNU
California Room
Campus Safety

- Hawk's Nest
Mail Room
Mealey Living Room
Student Development and Engagement
- Q – DUROCHER HALL**
Counseling Services
Residences
Sophia Center Administrative Offices
- R – FEEHAN HALL**
Office of Campus Services
Residence Halls Computer Lab
Residence Life Offices
Residence Halls Reception Desk
Residences
Student Clubs
Upward Bound
- S – DUNN HALL**
Residences
- T – RASKOB LEARNING INSTITUTE & DAY SCHOOL**

ADMINISTRATIVE OFFICES	
Academic Affairs	E
Admissions	M
Alumni Relations	M
Business Offices	E
Campus Ministry	M
Campus Safety	P
Campus Services	R
Faculty Lounge	K
Financial Aid	E
Art Gallery	C
McElroy Hall	C
Office of University Advancement	M
President's Office	E
Registrar	E
Student Accounts Office	E
Student Resource Center	E
Student Affairs	G



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