

2015-2016 CATALOG

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.

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. Opportunities 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 (p. 161), and the Core Program in Integrative Studies Across Cultures (p. 65).

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 (p. 91), LVN/BSN (p. 87), and MSN (p. 164) 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 year, 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.
- 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*

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- Th- Campus Holiday: Thanksgiving Break
 29 Su

*(classes meet M-W except Term 2
 classes, which do not meet this week)*

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- F- Campus Holiday: Good Friday and
27 Su Easter

*(classes meet M-Th except Term 4
classes, which do not meet this week)*

MAY

2 M Spring Semester Classes End

3 T Study Day

4- W- Final Examinations for Spring Semester
10 T (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

2016-2017 ACADEMIC CALENDAR

AUGUST

- 24 W Fall Semester Begins
Fall Accelerated Term 1 Begins

SEPTEMBER

- 5 M Campus Holiday: Labor Day
21 W Convocation

OCTOBER

- 11 T Fall Accelerated Term 1 Ends
14 F Mid-Session Holiday (traditional undergraduates)
17 M Fall Accelerated Term 2 Begins

NOVEMBER

- 24- Th- Campus Holiday: Thanksgiving Break
27 Su

(classes meet M-W except Term 2 classes, which do not meet this week)

DECEMBER

- 2 F Last Day of Fall Semester Classes
5 M Study Day
6-10 T-Sa Final Examinations for Fall Semester
10 Sa Fall Accelerated Term 2 Ends
11-1/8 Student Holiday: Winter Break
TBD Campus Holiday: Christmas Break

JANUARY

- 9 M Spring Semester Begins
Spring Accelerated Term 3 Begins
16 M Campus Holiday: Dr. Martin Luther King, Jr. Day

FEBRUARY

- 20 M Campus Holiday: Presidents' Day
27 M Spring Accelerated Term 3 Ends

MARCH

- 6-12 M-Su Student Holiday: Spring Break
13 M Spring Accelerated Term 4 Begins

APRIL

14- F- Campus Holiday: Good Friday and Easter
16 Su

*(classes meet M-Th except Term 4
classes, which do not meet this week)*

MAY

1 M Spring Semester Classes End
2 T Study Day
3- W- Final Examinations for Spring Semester
9 T (W, Th, F, M, T)
6 Sa Spring Accelerated Term 4 Ends
10 W Founders' Day
12 F Commencement Ceremonies: Graduate
13 Sa Commencement Ceremonies:
Undergraduate
15 M Summer Session Begins
Summer Accelerated Term 5 Begins
29 M Campus Holiday: Memorial Day

JULY

1 Sa Summer Accelerated Term 5 Ends
3 M Summer Accelerated Term 6 Begins
4 T Campus Holiday: Independence Day

AUGUST

19 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 (p. 17).

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 education 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 (p. 15) or transfer (p. 16) 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 (p. 83).

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* (p. 83).

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 verified 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, ENGL 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 (p. 83).)

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 (p. 16) 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 (p. 116) 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 195(W)) 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 Academic Re-enrollment (p. 22)). 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 2.0 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 be lower division.

In cases where a student requests to be awarded transfer credit for coursework 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 completed and received 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 lower division 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 lower division units of military training.

Credit for Non-Collegiate Workforce Training

Holy Names grants undergraduate degree credit for successful completion of non-collegiate instruction, appropriate to the Baccalaureate degree, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education (ACE). The courses and number of units allowed are those recommended in the ACE National Guide to College Credit for Workforce Training. Credit granted for non-collegiate instruction is not generally applied to general education or requirements for the major and is limited to 12 lower division 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 Grades for Undergraduate Students

A grade of I (Incomplete) indicates that some portion of the course for which the student has registered is incomplete as a result of an emergency situation beyond the student's control. 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 grade. The student is responsible for obtaining the petition form in the Student Resource Center, completing it with the instructor, and submitting it at the Student Resource Center. The deadline is Study Day for traditional undergraduate students and the final day of the term for ABD students.

Before submitting the form, 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 course is the end of the following semester, including the summer semester, unless a later deadline is approved by the Department Chair. A delayed final examination must be taken within three weeks after the beginning of the following semester. However, if the final depends on incomplete coursework, the instructor may delay the examination until such work has been completed.

Students with two or more incomplete-graded courses outstanding will not be permitted to enroll in any additional courses until the incomplete courses are completed. A registration hold will be placed on their records to restrict further registration activity. Students who do not submit a "Petition for Incomplete Grade" form by the applicable 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 resolve any incomplete grades within the time allotted may be required to curtail co-curricular and leadership activities.

If the instructor leaves the University before the student completes the coursework, the student is responsible for consulting with the Department Chair. The Department Chair may require the student to complete the course with

another instructor, repeat the course, substitute a comparable course (if the academic 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 will be assessed for the replacement course.

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 traditional undergraduate student must have completed 12 or more HNU units and an ABD 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) are excluded from the calculation.

To qualify for recognition, the student must have completed the necessary 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, full- or part-time status, graduate or undergraduate status, image (photograph or

video), 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 and carry the seal of the University. 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 Assistant Vice President for 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 (p. 35)."

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 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.

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, receive two F grades, 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 meet any one of the following criteria:

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 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 Assistant Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Assistant Vice President will report in writing to the student his/her findings and decision.

Step 2. Undergraduate students may appeal the decision of the Assistant Vice President 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 Assistant Vice President'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 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 Integration. 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 writing to you by the Vice President for Mission Integration or Vice President for Student Affairs and Enrollment

Management, you may contact either or both of the following:

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.

The Bureau for Private Postsecondary Education at 2535 Capitol Oaks Dr., Suite 400, Sacramento, CA 95833;

www.bppe.ca.gov; (916) 431-6924 (phone); (916) 263-1897 (fax).

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 Integration, 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 (p. 36)
- II. General Education Requirements (p. 37)
- III. Requirements of the Major (p. 43)

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 Learning Outcomes at Holy Names University were revised in February 2015, and are as follows: Information Literacy, Critical Thinking, Civic Engagement and Social Justice, Communicative Literacy, and Integrative Knowledge.

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 interrelated disciplines.

A. Foundation in Critical Thinking and Communication

1. Written Communication:

ENGL 1A	Critical Reading and Writing I	3
ENGL 1B	Critical Reading and Writing II	3
ENGL 1B: must be completed with a minimum grade of C-.		

For International Students:

ESLG 24A/ESLG 24B	Critical Reading and Writing for Non-Native Speakers of English	3
ENGL 1B	Critical Reading and Writing II	3

ENGL 1B: must be completed with a minimum grade of C-.

2. Oral Communication:

COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3
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3. Mathematical Reasoning

One college-level course:

MATH 1	Precalculus	4
MATH 11	Calculus I	4
MATH 12	Calculus II	4
MATH 7	Mathematical Reasoning	3
MATH 60	Probability and Statistics	3
PSYC 63	Statistical Methods	3
ECON 15	Statistical Methods	3

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:

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

ENGL 20/ENGL 120	Fiction	3
ENGL 21/ENGL 121	Poetry	3
ENGL 22(W)/ENGL 122(W)	Dramatic Literature	3

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	3
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 7	Introductory Chemistry for Health Science	4
PHYS 7	Mechanics	3
PHYS 8A	General Physics I	4

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	3
BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4

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/SOCI 5	Culture, Experience, and Society	3
CRIM 1	Introduction to Criminology	3
HIST 17A/HIST 17B	United States History: Survey	3
	OR	
HIST 17B	United States History: Survey	3
ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
PSCI 1	Introduction to Political Science: United States Government	3
PSCI 6/HIST 6	World Politics and Geography	3
PSYC 1	Introduction to Psychology I	3
PSYC 30	Introduction to Life-Span Development	3
SOCI 1	Introduction to Sociology	3

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	Latin American Art and Music Experience	3
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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	3-4
LING 145	Fundamentals of Language	3
LING 147/ENGL 116	Modern American English	3
LING 154	Sociolinguistics	3
FREN 2	Elementary French II	3

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/ ISAC 101, ISAC 2/ ISAC 102, ISAC 3/ ISAC 103, and

ISAC 4/ ISAC 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, information literacy, 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/ISAC 101	The Ancient World	3
ISAC 2/ISAC 102	The Premodern World	3
ISAC 3/ISAC 103	The Modern World	3
ISAC 4/ISAC 104	The Contemporary World	3

*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.
- c. Information literacy

The requirement is fulfilled by:

ISAC 195(W)	Senior Colloquium	3
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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	Critical Reading and Writing I	3
ENGL 1B	Critical Reading and Writing II	3

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

2. Oral Communication:

COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3
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B. Mathematical Reasoning:

Choose ONE:

MATH 1	Precalculus	4
MATH 11	Calculus I	4
	OR	
MATH 12	Calculus II	4
MATH 7	Mathematical Reasoning	3
MATH 60	Probability and Statistics	3
PSYC 63	Statistical Methods	3
ECON 15	Statistical Methods	3

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/ENGL 120	Fiction	3
ENGL 21/ENGL 121	Poetry	3
ENGL 22(W)/ENGL 122(W)	Dramatic Literature	3

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

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

3. Physical Sciences with Lab

Choose ONE:

PHSC 15	Fundamentals of Physical Science	3
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 7	Introductory Chemistry for Health Science	4
PHYS 7	Mechanics	3
PHYS 8A	General Physics I	4

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	Human Biology	3
BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4

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/SOCI 5	Culture, Experience, and Society	3
HIST 17B	United States History: Survey	3
PSCI 1	Introduction to Political Science: United States Government	3
PSYC 1	Introduction to Psychology I	3
CRIM 1	Introduction to Criminology	3
ECON 1	Principles of Economics (Macro)	3
PSCI 6/HIST 6	World Politics and Geography	3
PSYC 30	Introduction to Life-Span Development	3
HIST 17A/HIST 17B	United States History: Survey	3
ECON 2	Principles of Economics (Micro)	3
PSYC 1	Introduction to Psychology I	3
SOCI 1	Introduction to Sociology	3

6. Fine and Performing Arts

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

LALS 115	Latin American Art and Music Experience	3
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7. Foreign Language/Linguistics

Choose ONE:

SPST 2	Beginning Spanish II	3-4
LING 145	Fundamentals of Language	3
LING 154	Sociolinguistics	3
FREN 2	Elementary French II	3
LING 147/ENGL 116	Modern American English	3

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

* 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)	Senior Colloquium	3
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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 (p. 54))

Biological Science (BA (p. 49) and BS (p. 50))

Business (BA (p. 51))

Criminology (BA (p. 61))

Communication Studies (BA (p. 58))

English (BA (p. 63))

History (BA (p. 65))

Intercultural Peace and Justice (BA (p. 66))

International Relations (BA (p. 68))

Latin American and Latino/a Studies (BA (p. 70))

Liberal Studies (BA (p. 73))

Multimedia Arts and Communication Studies (BA (p. 59))

Music (BA (p. 78) and BM (p. 80))

Philosophy (BA (p. 93))

Psychobiology (BA (p. 97) and BS (p. 98))

Psychology (BA (p. 100))

Religious Studies (BA (p. 102))

Sociology (BA (p. 105))

Sport Biology (BA (p. 110) and BS (p. 110))

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 (p. 51))

Liberal Studies (BA (p. 73))

Nursing (BSN (p. 83))

Psychology (BA (p. 100))

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 Assistant Vice President for Academic Affairs 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 (p. 44)) or any discipline offering a minimum of 21 upper- and lower-division units (see Undergraduate Courses (p. 175)). 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 (p. 56)

Art (p. 48)

Biological Science (p. 50)

Business (p. 55)

Chemistry (p. 56)

Communication Studies (p. 58)

Criminology (p. 62)

English (p. 64)

History (p. 65)

Intercultural Peace and Justice (p. 66)

Latin American and Latino/a Studies (p. 71)

Music (p. 82)

Philosophy (p. 95)

Political Science (p. 95)

Psychology (p. 102)

Religious Studies (p. 105)

Sociology (p. 109)

United States Cultures (p. 111)

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 (p. 20) 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 ENGL 20/ ENGL 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.

Service/Community Based Learning Courses (S)

Community Based Learning (CBL) courses include a service component that provides students with the opportunity to apply what they learn in the classroom to a need within a community organization. These classes are designated by "S" in the schedule of classes (e.g. "PSYCH 169S"). Students in "S" courses typically complete 15 hours of work in service, reflection, and integration of academic activities related to their work experience for their assigned community organization.

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

ACCOUNTING

See Business (p. 50)

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 (p. 175)

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.

Art Courses (p. 175)

ART MINOR

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.

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.

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 (p. 95) 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 (p. 109) in this Catalog.

Learning Outcomes

- Become conversant in the fundamental laws, grand ideas, and seminal discoveries in science.
- Develop the ability to identify relationships in natural phenomena.
- Evaluate data and explanations critically, make predictions and draw logical conclusions.
- Engage in the process of science, from observation to hypothesis building and testing.
- Gain an ethical and realistic understanding of science as a human activity.
- Gain an ethical and realistic understanding of science as a human activity with technological and theoretical

advancements that impact the world and all of its inhabitants.

Biological Science Courses (p. 177)

BIOLOGICAL SCIENCE, BACHELOR OF ARTS

Preparation for the Major (37 units)

Courses:

BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
CHEM 18	Organic Chemistry I	3
CHEM 18L	Laboratory Techniques of Organic Chemistry I	1
CHEM 19	Organic Chemistry II	3
CHEM 19L	Laboratory Techniques of Organic Chemistry II	1
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
MATH 60	Probability and Statistics	3
BIOL 1A, BIOL 1B, CHEM 1A, CHEM 1B: Enrollment in upper-division Biology lecture and laboratory courses		

requires that each of these courses be completed with a grade of C- or better.

Highly recommended:

MATH 11	Calculus I	4
MATH 12	Calculus II	4

Requirements of the Major (24 units)

Core Courses:

BIOL 115	Advanced Human Physiology	3
BIOL 128	Integrative Biology	3
BIOL 128L	Integrative Biology Lab	2
BIOL 145	Medical Microbiology	3
BIOL 145L	Medical Microbiology Laboratory	2
BIOL 160	Genetics	3
BIOL 175L	Molecular Biology and Biochemistry Laboratory	2
BIOL 192(W)	Biology Seminar	3
BIOL 196	Internship	1-3, Credit/No Credit.
OR		
BIOL 198	Undergraduate Research	1-3

BIOLOGICAL SCIENCE, BACHELOR OF SCIENCE

Preparation for the Major (37 units)

Courses:

BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
CHEM 18	Organic Chemistry I	3
CHEM 18L	Laboratory Techniques of Organic Chemistry I	1
CHEM 19	Organic Chemistry II	3
CHEM 19L	Laboratory Techniques of Organic Chemistry II	1
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
MATH 60	Probability and Statistics	3

BIOL 1A, BIOL 1B, CHEM 1A, CHEM 1B: Enrollment in upper-division Biology lecture and laboratory courses

requires that each of these courses be completed with a grade of C- or better.

Highly recommended:

MATH 11	Calculus I	4
MATH 12	Calculus II	4

Requirements of the Major (35 units)

The Core courses listed below (24 units), plus 11 units of electives in upper-division biology, selected from offerings according to student interest.

Core Courses:

BIOL 115	Advanced Human Physiology	3
BIOL 128	Integrative Biology	3
BIOL 128L	Integrative Biology Lab	2
BIOL 145	Medical Microbiology	3
BIOL 145L	Medical Microbiology Laboratory	2
BIOL 160	Genetics	3
BIOL 175L	Molecular Biology and Biochemistry Laboratory	2
BIOL 192(W)	Biology Seminar	3
BIOL 196	Internship	1-3, Credit/No Credit.
OR		
BIOL 198	Undergraduate Research	1-3

PSYC 124 is eligible for elective credit toward the major.

BIOLOGICAL SCIENCE MINOR

A minimum of 21 units, including BIOL 1A, BIOL 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.

21 Units

Courses:

BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4

Plus at least 13 Upper division units in Biology

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, accounting, organizational development, education, communications, and public administration.

Business Courses (p. 181)

BUSINESS, BACHELOR OF ARTS

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.

Learning Outcomes

- 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

Courses:

BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 18	Business Law	3
BSAD 20	Quantitative Analysis for Business and Economics	3
BSAD 30	Principles of Management	3
	OR	
BSAD 130	Business Management	3
BSAD 10C	Spreadsheets	2
ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
ECON 15	Statistical Methods	3

BSAD 11, BSAD 12: Students in the Adult Baccalaureate Degree program will complete the Accounting sequence with 3 courses: BSAD 10, BSAD 11, BSAD 12 (3 units)

each) at HNU, or transfer in 2 semesters of accounting (4 units each).

Students pursuing an International Business concentration must also complete:

PSCI 6/HIST 6 World Politics and Geography 3

Students pursuing a Marketing concentration must also complete:

PSYC 1 Introduction to Psychology I 3

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)/COMM 108(W)	Professional Writing	3
BSAD 129	Business Finance	3
BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3
COMM 101	Organizational Communication	3
COMM 110	Presentation Strategies	3
COMM 143/PSYC 143	Group Processes and Communication	3
COMM 196	Senior Internship	1-3
PHIL 156	Ethics at Work	3

COMM 196: not required for adult baccalaureate students

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

ARTS 13	Graphic Design and Color	3
ARTS 117	Motion Graphics and Video Production	3

Concentration: International Business (30 units)

ENGL 108(W)/COMM 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 (Capstone Course)	3
PHIL 156	Ethics at Work	3
PSCI 102(W)/SOCI 166(W)	Comparative Political Systems	3
PSCI 120	Dynamics of International Relations	3

Choose one of the following Area Courses:

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

Concentration: Management (30 units)

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

Concentration: Marketing (30 units)

BSAD 105	Decision Analysis for Business	3
ENGL 108(W)/COMM 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 (Capstone Course)	3
PHIL 156	Ethics at Work	3
Concentration: Sports Management (30 units)		
ENGL 108(W)/COMM 108(W)	Professional Writing	3
BSAD 113(W)	Survey of Global Business	3
BSAD 129	Business Finance	3
BSAD 145	Human Resources Management	3
BSAD 148(W)/PSYC 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 (Capstone Course)	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.

ACCOUNTING, BACHELOR OF SCIENCE

The accounting major includes a range of topic-specific courses, ranging from accounting principles to taxation and cost accounting, and uses analytical and organizational methods 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

Courses:

BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 18	Business Law	3
BSAD 20	Quantitative Analysis for Business and Economics	3
BSAD 30	Principles of Management OR	3
BSAD 130	Business Management	3
BSAD 10C	Spreadsheets	2
ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
ECON 15	Statistical Methods	3

Requirements of the Major (45 units)

Courses:

BSAD 105	Decision Analysis for Business	3
ENGL 108(W)/COMM 108(W)	Professional Writing	3
BSAD 113(W)	Survey of Global Business	3
BSAD 120A	Intermediate Financial Accounting I	4
BSAD 120B	Intermediate Financial Accounting II	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)/PSYC 148(W)	Organizational Behavior	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3
PHIL 156	Ethics at Work	3

BUSINESS MINOR

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

23 Units

Courses

ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4

Plus 9 additional units in BSAD courses

ACCOUNTING MINOR

BSAD 11, BSAD 12; BSAD 120A, BSAD 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.

22 Units

Courses:

BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 120A	Intermediate Financial Accounting I	4
BSAD 120B	Intermediate Financial Accounting II	4

Plus a minimum of 6 units from the Advanced Accounting courses

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 (p. 185)

CHEMISTRY

Chemistry Courses (p. 186)

CHEMISTRY MINOR

For students outside of the Biological Science and Sport Biology majors, a minor in Chemistry consists of CHEM 1A and CHEM 1B, plus at least 11 other units in chemistry, including at least one laboratory course. BIOL

130, BIOL 175L, BIOL 185, and BIOL 185L are eligible for credit towards the Chemistry minor.

21 Units

Courses:

CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5

Plus at least 11 other units in Chemistry including one laboratory course

These Courses are eligible for credit towards Chemistry Minor

BIOL 130	Biochemistry: Information Pathways	4
BIOL 175L	Molecular Biology and Biochemistry Laboratory	2
BIOL 185	Biochemistry: Physiological Chemistry	3
BIOL 185L	Biochemistry: Physiological Chemistry Laboratory	2

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.

Communication Courses (p. 186)

COMMUNICATIONS STUDIES, BACHELOR OF ARTS

Preparation for the Major (9 units total)

Courses:

COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3
ARTS 13	Graphic Design and Color OR	3
ARTS 115	Computer Graphics	3
ECON 15	Statistical Methods OR	3
PSYC 63	Statistical Methods	3

Requirements of the Major (30 units total)

Courses:

COMM 101	Organizational Communication	3
COMM 108(W)/ENGL 108(W)	Professional Writing	3
COMM 110	Presentation Strategies	3
COMM 115	Theories in Human Communication	3
COMM 122	Mediation and Conflict Resolution	3
COMM 130	Communication Research	3
COMM 143/PSYC 143	Group Processes and Communication	3
COMM 195	Senior Seminar in Communication Studies	3

Plus two courses (6 units) selected from:

COMM 121	Web Design	3
COMM 165A	Interpersonal Communication	3
COMM 165B	Gender and Communication	3
COMM 165C	Intercultural Communication	3
COMM 165D	Leadership Communication	3
COMM 165E	Survey in Performance Studies	3
COMM 165F	Mass Communication	3
COMM 165G	Family Communication	3
COMM 196	Senior Internship	1-3
COMM 197	Special Topics	3

THE COMMUNICATION STUDIES MINOR

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

MULTIMEDIA ARTS AND COMMUNICATION STUDIES

Communication Studies Courses (p. 186)

MULTIMEDIA ARTS AND COMMUNICATIONS STUDIES, BACHELOR OF ARTS

Preparation for the Major (12 units total)

Courses:

ARTS 11/ARTS 111	Fundamentals of Drawing	3
ARTS 13	Graphic Design and Color	3
ARTS 1(W)/ARTS 101(W)	History of Western Art	3
COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3

Arts 1: or Equivalent by Advisor Approval

Requirements of the Major (30 units total)

Courses

ARTS 115	Computer Graphics	3
ARTS 117	Motion Graphics and Video Production	3
COMM 101	Organizational Communication	3
COMM 110	Presentation Strategies	3
COMM 121	Web Design	3
COMM 108(W)/ENGL 108(W)	Professional Writing	3

Plus two studio art courses (6 units) selected from:

Painting, Printmaking, Ceramics, Calligraphy, Photography, Jewelry and Metal, 3D Design, and Painting Murals.

Plus two courses selected from:

	1 advanced studio art course	3
COMM 165A	Interpersonal Communication	3
COMM 165B	Gender and Communication	3
COMM 165C	Intercultural Communication	3
COMM 165D	Leadership Communication	3
COMM 165E	Survey in Performance Studies	3
COMM 165F	Mass Communication	3
COMM 165G	Family Communication	3
COMM 196	Senior Internship	1-3
ARTS 196	Internship	3
COMM 197	Special Topics	3
COMM 143/PSYC 143	Group Processes and Communication	3
BSAD 160	Principles of Marketing	3

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 acceptance 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.

Learning Outcomes

- Use criminological, sociological, psychological theories to analyze and understand crime and criminal behavior.
- Describe the social-historical context of crime and criminal behavior, including its legal, social and

economic dimensions within the United States and internationally.

- Describe the goals, application and legal processes of the agencies comprising the criminal justice system and criminal law.
- Explain the relationship between social justice and criminal justice.
- Apply social scientific research methods to the study of crime and criminal behavior.
- Critically analyze policy responses to crime and criminological research.
- Apply criminological knowledge and skills in the community, public service, and/or advanced study.
- Utilize technology in the study of crime and criminal behavior.
- Effectively communicate orally and in writing.

Criminology Courses (p. 196)

See Psychology (p. 238) and Sociology (p. 242) for additional course listings.

CRIMINOLOGY, BACHELOR OF ARTS

Preparation for the Major

Courses:

PSYC 1	Introduction to Psychology I	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3
CRIM 1	Introduction to Criminology	3

Requirements of the Major (32 upper-division units)

Courses:

SOCI 108(W)/PSYC 108(W)	Field Methods	4
CRIM 120	The Criminal Justice System	4
CRIM 135	Juvenile Delinquency and Juvenile Justice	3
CRIM 163/SOCI 163	Theoretical Images of Crime, Deviance and Social Control	4
CRIM 195(W)	Senior Seminar in Criminology	4
CRIM 192	Internship Seminar in Criminology	4
	OR	
CRIM 198	Research	1-3

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

PSYC 160	Psychology of Personality	3
PSYC 167	Counseling Theories and Procedures	3
PSYC 168	Psychopathology	3

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

SOCI 160/HIST 126	The City: Culture, History, and Power	3
SOCI 162	Contemporary Social Problems	3
SOCI 165	Racial and Ethnic Issues	3
SOCI 168/PSYC 169	Community Psychology	3
SOCI 169/PSCI 169	Power and Powerlessness	4

CRIMINOLOGY MINOR

21 Units

The Minor must include the following:

CRIM 1	Introduction to Criminology	3
CRIM 120	The Criminal Justice System	4
CRIM 135	Juvenile Delinquency and Juvenile Justice	3
CRIM 163/SOCI 163	Theoretical Images of Crime, Deviance and Social Control	4

ECONOMICS

Economics Courses (p. 196)

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.

English Courses (p. 205)

ENGLISH, BACHELOR OF ARTS

Learning Outcomes

- Read literary texts carefully and critically.
- Apply the principles of theory and criticism to literary texts.
- Use MLA documentation in papers that incorporate primary and secondary sources.
- Write thesis--driven, literary analysis papers.
- Recognize the salient feature of the major genres and modes of literary works.
- Demonstrate a satisfactory understanding of significant works in the English and British literary traditions.
- Think critically about the process of writing.

Preparation for the Major

Courses:

ENGL 140(W)	Close Encounters with Literature	3
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Plus one course selected from:

ENGL 20/ENGL 120	Fiction	3
ENGL 21/ENGL 121	Poetry	3
ENGL 22(W)/ENGL 122(W)	Dramatic Literature	3

Requirements of the Major (24 upper-division units)

Courses:

ENGL 114(W)	Shakespeare	3
ENGL 130(W)	19th Century American Literature	3
ENGL 131(W)	20th Century American Literature	3
ENGL 146(W)	Major British Writers before 1800	3
ENGL 147(W)	Major British Writers after 1800	3
ENGL 151	Children's Literature	3
ENGL 175/FREN 175	Literature in Translation	3
	OR	
ENGL 148	Selected Topics in British Literature	3
	OR	
ENGL 160(W)	Tutorial Projects in English	3

Plus one course selected from:

ENGL 108(W)/COMM 108(W)	Professional Writing	3
ENGL 116/LING 147	Modern American English	3
ENGL 195(W)	Senior Seminar in English	3

ENGLISH MINOR**21 units****Two courses selected from:**

ENGL 20/ENGL 120	Fiction	3
ENGL 21/ENGL 121	Poetry	3
ENGL 22(W)/ENGL 122(W)	Dramatic Literature	3
ENGL 140(W)	Close Encounters with Literature	3

Four courses (12 units) selected from:

ENGL 114(W)	Shakespeare	3
ENGL 130(W)	19th Century American Literature	3
ENGL 131(W)	20th Century American Literature	3
ENGL 146(W)	Major British Writers before 1800	3
ENGL 147(W)	Major British Writers after 1800	3
ENGL 195(W)	Senior Seminar in English	3

Electives for a total of 21 units.

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 (p. 208)

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 (p. 209)

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.)

History Courses (p. 209)

HISTORY, BACHELOR OF ARTS

Preparation for the Major

Courses:

HIST 6/PSCI 6	World Politics and Geography	3
HIST 17A/HIST 17B	United States History: Survey	3

Requirements of the Major

24 upper-division units

HIST 102(W)	Historiography	3
HIST 124(W)	Contemporary Europe	3
HIST 165	History of China and Japan	3

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

Latin America

HIST 160	History of Latin America	3
HIST 162	History of Central America	3

United States

HIST 170	United States: Social and Cultural History	3
HIST 185(W)	Diplomacy and Foreign Policy: United States and the World	3

Multicultural

HIST 172/SOCI 172	African American Communities and Experiences	3
HIST 174/SOCI 174	Asian American Communities and Experiences	3
HIST 177/SOCI 177	Latino Communities and Experiences	3

HISTORY 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.

21 Units

Courses:

HIST 17A/HIST 17B	United States History: Survey	3
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OR

HIST 17B	United States History: Survey	3
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Plus a minimum of 18 additional units

INTEGRATIVE STUDIES ACROSS CULTURES

Four chronological courses (ISAC 1/ ISAC 101, ISAC 2/ ISAC 102, ISAC 3/ ISAC 103, ISAC 4/ ISAC 104) form a coherent, unified, multi-disciplinary and multi-cultural

study of human experience. The Senior Colloquium (ISAC 195(W)) 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.

Learning Outcomes

- Cultural and historical literacy: Attain a degree of cultural and historical literacy about important persons, places, ideas, institutions, events, movements and developments from ancient to contemporary times in a manner informed by multiple cultural perspectives.
- Interdisciplinary analysis and synthesis: Develop skills in interdisciplinary analysis (critically reading and understanding primary texts) and synthesis (making comparisons across cultures, across times, and connecting to fundamental human experiences and relationships).
- Information literacy and written/verbal communication: Develop skills in information literacy and written/verbal communication culminating in a Senior Colloquium research paper that creatively, rigorously, and cogently examines an issue of ethical or historical significance.

Integrative Studies Across Cultures Courses (p. 211)

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.

Intercultural Peace and Justice Studies Courses (p. 210)

INTERCULTURAL PEACE AND JUSTICE STUDIES, BACHELOR OF ARTS

Preparation for the Major

Courses:

IPJS 1/IPJS 101	Introduction to Peace and Justice Studies	4
PSCI 1	Introduction to Political Science: United States Government OR	3
SOCI 1	Introduction to Sociology	3
PHIL 2	Logic	3
PHIL 20(W)/PHIL 120(W)	Moral Choices in Contemporary Society	3

Requirements of the Major (27 upper-division units)

Courses:

COMM 122	Mediation and Conflict Resolution	3
PSYC 140/SOCI 140	Social Psychology OR	3
PSYC 143	Group Processes and Communication	3
RLST 122	Religion, Philosophy, and Human Rights	3
RLST 165	Themes in Contemporary Theology	3
SOCI 102(W)	The Global Perspective	3
SOCI 165	Racial and Ethnic Issues OR	3
SOCI 169/PSCI 169	Power and Powerlessness	4
IPJS 195	Capstone Course	3
RLST 165: C. Liberation Themes or E. Women's Spirituality and Peacemaking		

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.

INTERCULTURAL PEACE AND JUSTICE STUDIES MINOR

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

21 Units

Courses:

IPJS 1/IPJS 101	Introduction to Peace and Justice Studies	4
IPJS 195	Capstone Course	3

Additional Electives for a total of 21 units.

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.)

INTERNATIONAL RELATIONS, BACHELOR OF ARTS

Preparation for the Major

Courses

ECON 1	Principles of Economics (Macro)	3
HIST 17B	United States History: Survey	3
PSCI 6/HIST 6	World Politics and Geography	3
SOCI 1	Introduction to Sociology OR	3
PSCI 1	Introduction to Political Science: United States Government	3

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: United States and the World	3
RLST 122	Religion, Philosophy, and Human Rights OR	3
COMM 122	Mediation and Conflict Resolution	3
PSCI 102(W)/SOCI 166(W)	Comparative Political Systems	3
PSCI 114	Comparative Revolutions	3
PSCI 120	Dynamics of International Relations	3
SOCI 102(W)	The Global Perspective	3

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

Asia:

HIST 165	History of China and Japan	3
HIST 169(W)	Cultural History of Asia	3

Europe:

HIST 124(W)	Contemporary Europe	3
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Latin America:

HIST 160	History of Latin America	3
HIST 162	History of Central America	3

United States:

HIST 170	United States: Social and Cultural History	3
HIST 172/SOCI 172	African American Communities and Experiences	3
HIST 174/SOCI 174	Asian American Communities and Experiences	3
HIST 177/SOCI 177	Latino Communities and Experiences	3
HIST 179/SOCI 179	U.S. Cultural Experiences: Special Topics	3

International Business (3 units selected from the following):

BSAD 113(W)	Survey of Global Business	3
BSAD 151	Business, Government, and Society	3

Highly Recommended Courses

PSCI 169/SOCI 169	Power and Powerlessness	4
PSCI 196	Political Science Internship	3, Credit/No Credit

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 LALS requirements are chosen among elective courses that include Latin American and Caribbean Literature in translation, Immersion Study Trips in Mexico and El Salvador, Creative Writing, and Painting Murals. 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.

FLORICANTO, the celebration of Latino Poetry, Art and Music is organized each spring for students to experience and enjoy the cultures of Latin America through a diversity of Latino distinguished guests and students' participation.

This annual celebration contributes to the University's public presence and its relationship with the community.

Latin American and Latino/a Studies Courses (p. 212)

LATIN AMERICAN AND LATINO/A STUDIES, BACHELOR OF ARTS

Learning Outcomes

- Read literary and history texts carefully and critically.
- Be knowledgeable about Latin American History and the experience of Latinos in the United States.
- Do research--oriented papers.
- Write thesis--driven analysis papers.
- Recognize the salient features of the major genres and modes of literary works.

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)	Advanced Spanish: Reading and Writing	3
LALS 116	Cultures of Latin America	3
HIST 160	History of Latin America	3
HIST 162	History of Central America	3
HIST 177/SOCI 177	Latino Communities and Experiences	3
LALS 115	Latin American Art and Music Experience	3

Choose two courses from the following:

LALS 128A	Literature of Latin America	3
LALS 128B	Literature of Latin America	3
LALS 128C	Literature of Latin America	3
LALS 128D	Literature of Latin America	3

Plus six units chosen from the following courses:

LALS 126	Latin American Sacred Ways	3
LALS 175/ENGL 175	Studies in Latin American Literature	3
LALS 177	History and Culture of Oaxaca	3
LALS 180	Immersion Study Trip to Oaxaca	1, Credit/No Credit
LALS 178	History and Culture of El Salvador	3
LALS 181	Immersion Study Trip to El Salvador	1, Credit/No Credit
RLST 122	Religion, Philosophy, and Human Rights	3
RLST 178	Global Liberation Theology	3
LALS 107(W)/ENGL 107(W)	Creative Writing	3
LALS 171/ARTS 171	Painting Murals	3

LALS 175: Topics change and it is offered in 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.

LATIN AMERICAN AND LATINO/A STUDIES 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, HIST 162, or HIST 177).

18 Units

Take at least one:

HIST 160	History of Latin America	3
HIST 162	History of Central America	3
HIST 177/SOCI 177	Latino Communities and Experiences	3

Electives for a total of 18 units.

LIBERAL STUDIES

See also Education (Multiple Subject (p. 148)).

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.

Liberal Studies Courses (p. 213)

LIBERAL STUDIES, BACHELOR OF ARTS

Learning Outcomes

- Achieve a broad and integrated grasp of the skills and knowledge base of the traditional Liberal Arts.
- Achieve a deeper and more specialized competence in a field of concentration.
- Evaluate the impact of racial, ethnic, second language, gender, and disabled perspectives on social processes.
- Demonstrate integration of academic learning with practical experience in chosen career field.
- Be self-aware, intentional, active learners able to reflect on the learning styles and learning goals of themselves and others.

The Liberal Studies Curriculum

I. Foundation Courses

These courses also satisfy General Education requirements of the University.

A. Arts of Language

ENGL 1A	Critical Reading and Writing I	3
ENGL 1B	Critical Reading and Writing II	3
COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3

Foreign Language: Option I students will need to satisfy this requirement in one of several approved ways before achieving a California Teaching Credential. Students not

seeking a teaching credential may take them, or find appropriate substitutions.

B. Arts of Thinking

MATH 7	Mathematical Reasoning	3
EDUC 353B	Using Computers in the K 12 Classroom	1
PHIL 2	Logic	3

EDUC 353B: This pre-professional course is required only for Option I students.

MATH 7: This specific course is required for Option I students. Students not seeking a teaching credential may take them, or find appropriate substitutions.

C. Disciplinary Studies

1. Human Sciences

HIST 17A/HIST 17B	United States History: Survey	3
	OR	
PSCI 1	Introduction to Political Science: United States Government	3
HIST 17B	United States History: Survey	3
PSYC 1	Introduction to Psychology I	3

HIST 17A, PSCI 1: The Constitution requirement for prospective California teachers. These specific courses are required for Option I students. Students not seeking a

teaching credential may take them, or find appropriate substitutions.

2. Natural Sciences:

BIOL 15	Human Biology	3
PHSC 15	Fundamentals of Physical Science	3

3. Humanities

PHIL 40(W)/PHIL 140(W)	The Human Person	3
	OR	
PHIL 20(W)/PHIL 120(W)	Moral Choices in Contemporary Society	3

4. Fine and Performing Arts (3 units)

One course in Art, Music, or Drama

D. Interdisciplinary Studies

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

E. Health and Physical Education/Career Exploration

PHED 110	Physical Education for Teachers	1
EDUC 393A	Health Education for Teachers	3
LBST 10	Introduction to Liberal Studies	1, Credit/No Credit

PHED 110, HLTH 393A: for Educators

LBST 10: may be waived for transfer students and others who already have significant classroom experience

PHED 110, HLTH 393A, LSBT 10: These pre-professional courses are required only for Option I students.

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

1. One course in writing

ENGL 107(W)	Creative Writing	3
	OR	
ENGL 108(W)/COMM 108(W)	Professional Writing	3

2. One course in literature

ENGL 151	Children's Literature	3
	OR	
	other advised literature course	

3. One course in linguistics

LING 145	Fundamentals of Language	3
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LING 145: This specific course is required for Option I students. Students not seeking a teaching credential may take them, or find appropriate substitutions.

B. Arts of Thinking

EDUC 151	Math for Elementary School Teachers	3
	OR	
	second college course in quantitative thinking	

EDUC 151: This specific courses is required for Option I students. Students not seeking a teaching credential may take them, or find appropriate substitutions.

C. Disciplinary Studies**1. Human Sciences****a. One course dealing with Social Dynamics/Ethnic Experience, chosen from:**

HIST 170	United States: Social and Cultural History	3
HIST 172/SOCI 172	African American Communities and Experiences	3
HIST 174/SOCI 174	Asian American Communities and Experiences	3
HIST 177/SOCI 177	Latino Communities and Experiences	3
HIST 178/RLST 178	U.S. Religious Communities and Experiences	3
HIST 179/SOCI 179	U.S. Cultural Experiences: Special Topics	3
SOCI 102(W)	The Global Perspective	3
SOCI 130	Contemporary Families	3
SOCI 165	Racial and Ethnic Issues	3
SOCI 169/PSCI 169	Power and Powerlessness	4
EDUC 100/EDUC 200	Social Foundations in Education	2

b. One course in Psychology /Human Development:

PSYC 130	Child and Adolescent Development	3
PSYC 132	Cognitive Development	3
PSYC 134	Personality and Social Development	3

c. One course in History or Geography:

HIST 183	California History	3
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HIST 183: This specific course is required for Option I students. Students not seeking a teaching credential may take them, or find appropriate substitutions.

2. Natural Sciences

a. 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

a. One course in Philosophy or Religious Studies (One course, at foundation or advanced level, should have a focus on values and moral development.)

b. 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)	Senior Colloquium	3
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Each student will complete an appropriate, culminating project in the Senior Colloquium based on the chosen Concentration.

E. Career Exploration/Field Experience

LBST 110	Liberal Studies Seminar II	1, Credit/No Credit
LBST 196	Liberal Studies Internship	1-3, Credit/No Credit
	OR	
CALP 196	Leadership Development Internship	1-3, Credit/No Credit
	OR	
	equivalent non-credit field experience	

LBST 110: This pre-professional course is required only for Option I students.

LBST 196, CALP 196: 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.

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 (p. 213)

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.**

MATH 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.

MATH 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.

MATH 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 (p. 214)

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 Kodly 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

- a. 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.
- b. 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/ MUSC 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.

Music Course (p. 215)

MUSIC, BACHELOR OF ARTS

(52 units—including lower-division preparation)

Preparation for the Major

10 units

MUSC 1A	American Music	3
MUSC 1B	Introduction to Classical Music	3

Take 2 units of private lessons

MUSC 16/MUSC 116	Private Lessons	1
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MUSC 16: repeatable course

Choose two courses from the following:

MUSC 21/MUSC 121	Functional Piano	1
MUSC 22A/MUSC 122A	Voice Class	1
MUSC 22B/MUSC 122B	Voice Class	1
MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

These courses are repeatable for credit

Requirements of the Major

42 units

MUSC 12A/MUSC 122A	Medieval to Renaissance Music: Musicianship and Theory	2
MUSC 12B/MUSC 112B	Medieval to Renaissance Music: Theory and History	2
MUSC 13A/MUSC 113A	Renaissance to Baroque Music: Musicianship and Theory	2
MUSC 13B/MUSC 113B	Renaissance to Baroque Music: Theory and History	2
MUSC 104A	Baroque Music to Classical Music: Musicianship and Theory	2
MUSC 104B	Baroque Music to Classical Music: Theory and History	2
MUSC 105A(W)	Classical Music II: Musicianship and Theory	2
MUSC 105B(W)	Classical Music II: Theory and History	2
MUSC 106A(W)	Music of the Romantic Era: Musicianship and Theory	2
MUSC 106B(W)	Music of the Romantic Era: Theory and History	2
MUSC 108A	Music of the 20th and 21st Centuries: Musicianship and Theory	2
MUSC 108B	Music of the 20th and 21st Centuries: Theory and History	2
MUSC 181A/MUSC 181B	Choral Conducting	2
MUSC 102	Bytes and Notes: An Introduction to Music Computer Technology	1
MUSC	Electives Upper-Division	3

Take 6 units of private lessons

MUSC 16/MUSC 116	Private Lessons	1
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These courses are repeatable for credit.

Choose 2 units from the following

MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1

These courses are repeatable for credit.

Choose 4 units from the following ensembles

MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

These courses are repeatable for credit.

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

Take 2 units of private lessons

MUSC 16/MUSC 116	Private Lessons	1
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MUSC 16: repeatable course

Choose two courses from the following:

MUSC 21/MUSC 121	Functional Piano	1
MUSC 22A/MUSC 122A	Voice Class	1
MUSC 22B/MUSC 122B	Voice Class	1
MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

These courses are repeatable for credit

Requirements of the Major

33 units

MUSC 12A/MUSC 122A	Medieval to Renaissance Music: Musicianship and Theory	2
MUSC 12B/MUSC 112B	Medieval to Renaissance Music: Theory and History	2
MUSC 13A/MUSC 113A	Renaissance to Baroque Music: Musicianship and Theory	2
MUSC 13B/MUSC 113B	Renaissance to Baroque Music: Theory and History	2
MUSC 104A	Baroque Music to Classical Music: Musicianship and Theory	2
MUSC 104B	Baroque Music to Classical Music: Theory and History	2
MUSC 105A(W)	Classical Music II: Musicianship and Theory	2
MUSC 105B(W)	Classical Music II: Theory and History	2
MUSC 106A(W)	Music of the Romantic Era: Musicianship and Theory	2
MUSC 106B(W)	Music of the Romantic Era: Theory and History	2
MUSC 108A	Music of the 20th and 21st Centuries: Musicianship and Theory	2
MUSC 108B	Music of the 20th and 21st Centuries: Theory and History	2
MUSC 181A/MUSC 181B	Choral Conducting	2
MUSC 102	Bytes and Notes: An Introduction to Music Computer Technology	1

Take 6 units of private lessons

MUSC 16/MUSC 116	Private Lessons	1
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**Concentration in Piano Performance
20 Units**

MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 134A/MUSC 134B	Keyboard Literature	2
MUSC 151	Piano Pedagogy	3
MUSC	Electives Upper-Division	3
MUSC 190A/MUSC 190B	Recital	1, no grade

Choose 2 units from the following ensembles

MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

MUSC 60, MUSC 160, MUSC 61, MUSC 161, MUSC 62, MUSC 162, MUSC 63, MUSC 163, MUSC 64, MUSC 164, MUSC 65, MUSC 165, MUSC 67, MUSC 167:
Ensembles involving student's primary instrument

Concentration in Vocal Performance 20 Units

MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 132A	Lyric Diction	1
MUSC 132B	Lyric Diction	1
MUSC 133	Literature of the Voice	3
MUSC 154	Vocal Pedagogy	3
MUSC	Electives Upper-Division	4
MUSC 190A/MUSC 190B	Recital	1,/ no grade

Choose 2 units from the following ensembles

MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

MUSC 60, MUSC 160, MUSC 61, MUSC 161, MUSC 62, MUSC 162, MUSC 63, MUSC 163, MUSC 64, MUSC

164, MUSC 65, MUSC 165, MUSC 67, MUSC 167:
Ensembles involving student's primary instrument

Concentration in Instrumental Performance 20 Units

MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 135	Literature of the Major Instrument	3
MUSC 152	Instrumental Pedagogy	3
MUSC	Electives Upper-Division	3
MUSC 190A/MUSC 190B	Recital	1,/ no grade

Choose 2 units from the following ensembles

MUSC 60/MUSC 160	HNU Chorus	1
MUSC 61/MUSC 161	HNU Chamber Singers	1
MUSC 62/MUSC 162	Chamber Ensemble	1
MUSC 63/MUSC 163	HNU Orchestra	1
MUSC 64/MUSC 164	Piano Ensemble	1
MUSC 65/MUSC 165	Accompanying	1
MUSC 67/MUSC 167	Baroque Ensemble	1

MUSC 60, MUSC 160, MUSC 61, MUSC 161, MUSC 62, MUSC 162, MUSC 63, MUSC 163, MUSC 64, MUSC 164, MUSC 65, MUSC 165, MUSC 67, MUSC 167:
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.

MUSIC 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.

Courses

MUSC 1A	American Music	3
MUSC 1B	Introduction to Classical Music	3
MUSC 12A/MUSC 122A	Medieval to Renaissance Music: Musicianship and Theory	2
MUSC 12B/MUSC 112B	Medieval to Renaissance Music: Theory and History	2
MUSC 13A/MUSC 113A	Renaissance to Baroque Music: Musicianship and Theory	2
MUSC 13B/MUSC 113B	Renaissance to Baroque Music: Theory and History	2

The four courses above should be taken as a four-semester sequence.

Take 4 units of Private lessons

MUSC 16/MUSC 116	Private Lessons	1
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Choose one of the following

MUSC 71A/MUSC 171A	Perspectives in Music	3
MUSC 71B/MUSC 171B	Perspectives in Music	3
MUSC 71C/MUSC 171C	Perspectives in Music	3

Choose 2 units from the following ensembles

MUSC 160	HNU Chorus	1
MUSC 161	HNU Chamber Singers	1
MUSC 162	Chamber Ensemble	1
MUSC 163	HNU Orchestra	1
MUSC 164	Piano Ensemble	1
MUSC 165	Accompanying	1
MUSC 167	Baroque Ensemble	1

Upper division

PIANO PEDAGOGY WITH SUZUKI EMPHASIS CERTIFICATE

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.

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 (p. 163)).

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.

Learning Outcomes

- Caring
- Advocates for social justice
- Clinical reasoning
- Communication
- Collaboration and diverse cultures
- Safe quality care
- Knowledgeable of healthcare environment

Academic Policies and Procedures (p. 18) for Undergraduate NURSING Students:

See Academic Policies and Procedures for Undergraduate Students (p. 19) in this catalog.

Business Courses (p. 181): see Undergraduate and Graduate Business Administration Section in this catalog.)

Nursing Courses (p. 225)

HOLY NAMES UNIVERSITY/SAMUEL MERRITT UNIVERSITY 2+2 NURSING PROGRAM

The partnership is in its final phase and the University is no longer accepting students into the 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.

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

ARTS	Specific course numbered 1-199 to be approved	3
BIOL 1A	Principles of Biological Science	4
BIOL 11	Human Physiology	3
BIOL 11L	Human Physiology Laboratory	2
BIOL 17	Human Anatomy	4
BIOL 20	Allied Health Microbiology	3
BIOL 20L	Allied Health Microbiology Laboratory	2
CHEM 7	Introductory Chemistry for Health Science	4
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	Fundamentals of Language OR completion of the Foreign Language requirement	3
MATH C	Algebra 1	3, letter graded, do not apply toward graduation
MATH A	AND/OR Algebra 2	3, letter graded, do not apply toward graduation
NUTR 1	Human Nutrition and Metabolism	3
PSYC 1	Introduction to Psychology I	3
PSYC 30	Introduction to Life-Span Development	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3
NURS 1A	Transitioning to Nursing	1
NURS 171	Pathophysiology	3

BIOL 17, CHEM 7: includes weekly laboratory

MATH A, MATH C: dependent upon ALEKS® results

Choose one of the following

RLST 75A	World Wisdom Traditions	3
RLST 75B	World Wisdom Traditions	3
RLST 75C	World Wisdom Traditions	3
RLST 75D	World Wisdom Traditions	3
RLST 75E	World Wisdom Traditions	3

Choose one of the following

PHIL 20(W)/PHIL 120(W)	Moral Choices in Contemporary Society	3
PHIL 40(W)/PHIL 140(W)	The Human Person	3
PHIL 122/RLST 122	Religion, Philosophy, and Human Rights	3
PHIL 151	Ethics: The Problem of Friendship	3

2+2 Nursing Program Courses

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

Currently the University is not accepting applications for this 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.

Nursing Major Curriculum (61-64 units)**Level I**

NURS 1	Transition to the Role of the RN	2
NURS 9	Fundamentals of Nursing	3
NURS 9L	Fundamentals of Nursing Clinical	3, Pass/Fail
NURS 31	Health Assessment	3
NURS 41/NURS 141	Nursing Research	3
NURS 100	Pathophysiology/Pharmacology	3
NURS 180	Epidemiology	3

NURS 100: 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.

Level II

NURS 10	Care of Adults	3
NURS 10L	Care of Adults- Clinical	3, Pass/Fail
NURS 11	Care of the Mentally Ill	3
NURS 11L	Care of the Mentally Ill Clinical	3, Pass/Fail
NURS 120	Maternal Health	3
NURS 120L	Maternal Health Clinical	3, Pass/Fail
NURS 130	Care of Children	3
NURS 130L	Care of Children, Clinical	3, Pass/Fail

Level III

NURS 140	Care of the Elderly	3
NURS 140L	Care of the Elderly Clinical	3, Pass/Fail
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 151L	Leadership and Management in Nursing Practicum	3 Pass/Fail

General Education Courses

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.

55-58 units

ARTS	Specific course numbered 100-199 to be approved	3
BIOL 1A	Principles of Biological Science	4
BIOL 11	Human Physiology	3
BIOL 11L	Human Physiology Laboratory	2
BIOL 17	Human Anatomy	4
BIOL 20	Allied Health Microbiology	3
BIOL 20L	Allied Health Microbiology Laboratory	2
CHEM 7	Introductory Chemistry for Health Science	4
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 195(W)	Senior Colloquium	3
LING 145	Fundamentals of Language OR completion of the Foreign Language requirement	3
MATH C	Algebra 1	3, letter graded, do not apply toward graduation
MATH A	AND/OR Algebra 2	3, letter graded, do not apply toward graduation
PSYC 1	Introduction to Psychology I	3
SOCI 1	Introduction to Sociology	3
PSYC 63	Statistical Methods	3

BIOL 17, CHEM 7: includes weekly laboratory

MATH C, MATH A: dependent upon ALEKS® results

Choose one of the following

RLST 175A	World Wisdom Traditions	3
RLST 175B	World Wisdom Traditions	3
RLST 175C	World Wisdom Traditions	3
RLST 175D	World Wisdom Traditions	3
RLST 175E	World Wisdom Traditions	3

Choose one from ISAC

ISAC 101	The Ancient World	3
ISAC 102	The Premodern World	3
ISAC 103	The Modern World	3
ISAC 104	The Contemporary World	3

Choose one of the following

PHIL 120(W)	Moral Choices in Contemporary Society	3
PHIL 122/RLST 122	Religion, Philosophy, and Human Rights	3
PHIL 140(W)	The Human Person	3
PHIL 151	Ethics: The Problem of Friendship	3

LVN 30 Unit Option**Courses**

NURS 10	Care of Adults	3
NURS 10L	Care of Adults- Clinical	3, Pass/Fail
NURS 11	Care of the Mentally Ill	3
NURS 11L	Care of the Mentally Ill Clinical	3, Pass/Fail
NURS 140	Care of the Elderly	3
NURS 140L	Care of the Elderly Clinical	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 151L	Leadership and Management in Nursing Practicum	3 Pass/Fail
BIOL 11	Human Physiology	3
BIOL 11L	Human Physiology Laboratory	2
BIOL 20	Allied Health Microbiology	3
BIOL 20L	Allied Health Microbiology Laboratory	2

BIOL 11, BIOL 11L, BIOL 20, BIOL 20L: are designed for adult learners

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.

ADN (RN) TO BSN PROGRAM

The ADN (RN) to BSN track enables registered nurses holding the associate degree to continue their nursing studies and earn a BSN. This program provides the opportunity to increase nursing practice knowledge, leadership skills, and professional opportunities without having to repeat nursing courses and clinical experiences. The nursing courses are held once a week in the evening. The courses are part of an accelerated program (seven class sessions per term) and offered in a hybrid format (excluding general education requirements). The program can be completed in 15 months, dependent on the course

load. Units will be credited to the student for successfully passing the NCLEX.

Admission Requirements

1. Adult undergraduate application
2. A current California license as a Registered Nurse or an interim permit.
3. Associate Degree in Nursing (ADN)
4. GPA of at least 2.75 in all attempted and completed college coursework.
5. Courses in English 1B and college mathematics.
6. Official transcripts of all college or university coursework.
7. One letter of recommendation.
8. International applicants must meet the minimum TOEFL score requirement listed in the International Undergraduate Admission Requirements.

ADN/BSN Nursing Major Curriculum (41 units)

The upper-division units in the nursing major include the following:

NURS 132	Theoretical Basis of Professional Nursing	3
NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 151L	Leadership and Management in Nursing Practicum	3, Pass/Fail
NURS 172	Informatics	3
NURS 180	Epidemiology	3

General Education Curriculum

Students enrolled in the RN/BSN degree program must complete Holy Names University general education courses (p. 37), as outlined in this catalog.

Students must successfully complete 120 units (including previous coursework) to graduate.

RN TO BSN PROGRAM

Currently the University is not accepting applications for this 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.

General Education Curriculum

Students enrolled in the RN/BSN degree program must complete Holy Names University general education courses (p. 37), as outlined in this catalog.

Nursing Courses- RN/BSN

RN/BSN Nursing Major Curriculum (22 units)

The upper-division units in the nursing major include the following:

NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 151L	Leadership and Management in Nursing Practicum	3, Pass/Fail
NURS 153	Healthcare Economics	2
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	Statistical Methods	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.

BRN Requirement Courses

PSYC 63	Statistical Methods	3
NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 172	Informatics	3
NURS 180	Epidemiology	3

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.

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.

Philosophy Courses (p. 235)

PHILOSOPHY, BACHELOR OF ARTS

Learning Outcomes

- Think widely and deeply about foundational and framework questions.
- Explicate and critically evaluate complex philosophical texts.
- Construct and present sound and well--developed arguments, orally and in writing.
- Compare and contrast western and non--western philosophy.
- Know enough of the history of philosophy, western and non-western, to be able to make illuminating comparisons between the approaches of different

thinkers and traditions on ethical, epistemological, and metaphysical traditions.

- Articulate a well--reasoned personal stance on fundamental questions of reality, meaning, and value.

Preparation for the Major

Courses

PHIL 2	Logic	3
PHIL 20(W)/PHIL 120(W)	Moral Choices in Contemporary Society OR	3
PHIL 40(W)/PHIL 140(W)	The Human Person	3

Requirements of the Major

24 upper-division units

PHIL 120(W)	Moral Choices in Contemporary Society OR	3
PHIL 140(W)	The Human Person	3
PHIL 122/RLST 122	Religion, Philosophy, and Human Rights One upper-division elective in Philosophy	3

Choose one of the following

RLST 175A	World Wisdom Traditions	3
RLST 175B	World Wisdom Traditions	3
RLST 175C	World Wisdom Traditions	3
RLST 175D	World Wisdom Traditions	3
RLST 175E	World Wisdom Traditions	3

Take at least two tutorials

PHIL 100A	Tutorial: The Great Philosophers	3
PHIL 100B	Tutorial: The Great Philosophers	3
PHIL 100C	Tutorial: The Great Philosophers	3
PHIL 100D	Tutorial: The Great Philosophers	3

Majors must take at least two

PHIL 180A(W)	Tutorial: Problems in Systematic Philosophy	3
PHIL 180B(W)	Tutorial: Problems in Systematic Philosophy	3
PHIL 180C(W)	Tutorial: Problems in Systematic Philosophy	3
PHIL 180D(W)	Tutorial: Problems in Systematic Philosophy	3

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.

PHILOSOPHY MINOR

Requires a minimum of 21 units in Philosophy, as advised.

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 (p. 235)

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, PHYS 7, or PHYS 8A fulfill the general education requirements.

Physical Science Courses (p. 236)

Physics Courses (p. 237)

POLITICAL SCIENCE

Political Science Courses (p. 237)

POLITICAL SCIENCE MINOR

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.

21 Units

Courses

PSCI 1	Introduction to Political Science: United States Government	3
PSCI 6/HIST 6	World Politics and Geography	3
PSCI 102(W)/SOC 166(W)	Comparative Political Systems	3
PSCI 114	Comparative Revolutions	3
PSCI 120	Dynamics of International Relations	3
PSCI 169/SOC 169	Power and Powerlessness	4
PSCI 196	Political Science Internship	3, Credit/No Credit

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 of 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.

See *Psychology* (p. 238), *Biological Sciences* (p. 177), and *Chemistry* (p. 186) for course listings.

PSYCHOBIOLOGY, BACHELOR OF ARTS

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 (32 units)

Courses

CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
CHEM 18	Organic Chemistry I	3
CHEM 18L	Laboratory Techniques of Organic Chemistry I	1
BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
PSYC 1	Introduction to Psychology I	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 OR	3
BIOL 120	Natural History of California	3
BIOL 117	Comparative Vertebrate Anatomy and Embryology	3
BIOL 117L	Comparative Vertebrate Anatomy and Embryology Laboratory	2
BIOL 140	Immunology PLUS	3
BIOL 175L	Molecular Biology and Biochemistry Laboratory OR	2
BIOL 150	Cell and Developmental Biology PLUS	3
BIOL 175L	Molecular Biology and Biochemistry Laboratory	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 and Social Development	3
PSYC 140/SOCI 140	Social Psychology	3
PSYC 160	Psychology of Personality	3
PSYC 168	Psychopathology	3

Senior Seminar (3–4 units)

PSYC 195(W)	Senior Coordinating Seminar	4
BIOL 192(W)	Biology Seminar	3
	OR	
PSYC 198	Research	1-3

PSYCHOBIOLOGY, BACHELOR OF SCIENCE

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 (43 units)**Courses:**

CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
CHEM 18	Organic Chemistry I	3
CHEM 18L	Laboratory Techniques of Organic Chemistry I	1
CHEM 19	Organic Chemistry II	3
CHEM 19L	Laboratory Techniques of Organic Chemistry II	1
BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
PSYC 1	Introduction to Psychology I	3
PSYC 20	Introductory Psychology Seminar	4
PSYC 63	Statistical Methods	3

Requirements of the Major (37–38 units)**Biology and Chemistry (18 units)**

BIOL 100	Animal Behavior OR	3	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
BIOL 120	Natural History of California	3	
BIOL 117	Comparative Vertebrate Anatomy and Embryology	3	
BIOL 117L	Comparative Vertebrate Anatomy and Embryology Laboratory	2	
BIOL 140	Immunology PLUS	3	
BIOL 175L	Molecular Biology and Biochemistry Laboratory OR	2	
BIOL 150	Cell and Developmental Biology PLUS	3	
BIOL 175L	Molecular Biology and Biochemistry Laboratory	2	
BIOL 115	Advanced Human Physiology	3	
BIOL 160	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 and Social Development	3	
PSYC 140/SOCI 140	Social Psychology	3	
PSYC 160	Psychology of Personality	3	
PSYC 168	Psychopathology	3	
Senior Seminar (3–4 units)			
PSYC 195(W)	Senior Coordinating Seminar	4	
BIOL 192(W)	Biology Seminar OR	3	
PSYC 198	Research	1-3	

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,

and seniors in Psychology. The award is based on need, scholastic achievement, and promise in psychology.

Psychology Courses (p. 238)

PSYCHOLOGY, BACHELOR OF ARTS

Learning Outcomes

- Knowledge of Field
- Assessment of Issues
- Application of Methods
- Written & Oral Skills
- Ethical Awareness
- Interpersonal Insight

Preparation for the Major

Psychology (traditional program)

PSYC 1	Introduction to Psychology I	3
PSYC 20	Introductory Psychology Seminar	4

Psychology (adult program)

PSYC 1	Introduction to Psychology I	3
SOCI 1	Introduction to Sociology	3

SOCI 1: (A lower-division psychology elective, approved by the student's advisor, may be substituted for SOCI 1.)

Quantitative (both programs)

PSYC 63	Statistical Methods	3
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Biological (both programs)

BIOL 15	Human Biology	3
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Strongly Recommended Courses:

Social Science:

SOCI 1	Introduction to Sociology	3
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Philosophy:

PHIL 40(W)/PHIL 140(W)	The Human Person	3
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Requirements of the Major (30 upper-division units)

Statistics-Methodology (8 units)

PSYC 100(W)	Experimental Psychology	4
PSYC 108(W)/SOCI 108(W)	Field Methods	4

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	3
PSYC 124	Physiological Psychology	3
PSYC 125	Psychology of Emotion	3
PSYC 128	Human Sexuality	3
PSYC 132	Cognitive Development	3

Social Psychology (3 units)

PSYC 140/SOCI 140	Social Psychology	3
PSYC 143	Group Processes and Communication	3
PSYC 147/SOCI 147	Gender Issues	3
PSYC 148(W)/BSAD 148(W)	Organizational Behavior	3

Developmental Psychology (3 units)

PSYC 130	Child and Adolescent Development	3
PSYC 131	Adult Development and Aging	3
PSYC 132	Cognitive Development	3
PSYC 134	Personality and Social Development	3

Personality and Clinical Psychology (3 units)

PSYC 160	Psychology of Personality	3
PSYC 167	Counseling Theories and Procedures	3
PSYC 168	Psychopathology	3
PSYC 169/SOCI 168	Community Psychology	4

History of Psychology (3 units)

PSYC 195(W)	Senior Coordinating Seminar	4
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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	1-3, Credit/No Credit
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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	4
PSYC 108(W)/SOCI 108(W)	Field Methods	4
PSYC 124	Physiological Psychology	3

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	3
PSYC 140/SOCI 140	Social Psychology	3
PSYC 143	Group Processes and Communication	3
SOCI 130	Contemporary Families	3
PSYC 130	Child and Adolescent Development	3
	OR	
PSYC 131	Adult Development and Aging	3
PSYC 160	Psychology of Personality	3
	OR	
PSYC 167	Counseling Theories and Procedures	3

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	3
PSYC 131	Adult Development and Aging	3
PSYC 140/SOCI 140	Social Psychology	3
PSYC 143	Group Processes and Communication	3
PSYC 148(W)/BSAD 148(W)	Organizational Behavior	3
PSYC 160	Psychology of Personality	3
	OR	
PSYC 167	Counseling Theories and Procedures	3

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	3
PSYC 143	Group Processes and Communication	3
PSYC 160	Psychology of Personality	3
PSYC 167	Counseling Theories and Procedures	3
PSYC 168	Psychopathology	3
SOCI 130	Contemporary Families	3

Plus one of the following:

PSYC 130	Child and Adolescent Development	3
PSYC 131	Adult Development and Aging	3
PSYC 134	Personality and Social Development	3

PSYCHOLOGY MINOR

The minor requires Psychology 1 plus a minimum of 18 additional units, selected in consultation with the student's advisor.

18 Units

Courses

PSYC 1	Introduction to Psychology I	3
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Plus a minimum of 18 additional units

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.

Religious Studies Courses (p. 240)

RELIGIOUS STUDIES, BACHELOR OF ARTS

Learning Outcomes

- Identify, describe, and utilize the research methods used to study and compare the religious and philosophical traditions of diverse cultures.
- Demonstrate a breadth of knowledge regarding the religious experiences, traditions and ethics of diverse peoples around the world, and, for those who wish, of Christian and Catholic religious experience, tradition, and ethics.
- Apply critical thinking skills needed to evaluate past and present appropriations of religious tradition and experience.
- Practice communication skills needed for religious and philosophical discourse in a diverse world.
- Examine moral and ethical norms that have shaped civilizations around the world in light of their religious

and philosophical roots, and to utilize them to construct an adult conscience for personal and professional life.

- Interpersonal, intercultural communication and understanding
- Demonstrate personal growth, awareness, and skills of interpersonal, intercultural communication and understanding

Preparation for the Major

Courses:

RLST 10/RLST 110	Introduction to Scripture: Hebrew Scriptures OR	3
RLST 15/RLST 115	Introduction to Scripture: New Testament	3
PHIL 20(W)/PHIL 120(W)	Moral Choices in Contemporary Society OR	3
PHIL 40(W)/PHIL 140(W)	The Human Person	3

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 OR	3
RLST 115	Introduction to Scripture: New Testament	3
PHIL 120(W)	Moral Choices in Contemporary Society OR	3
PHIL 140(W)	The Human Person	3
RLST 122	Religion, Philosophy, and Human Rights OR	3
RLST 130A	Spirituality and Social Justice	3
RLST 160	Christianity: History and Foundations OR	3
RLST 161	Catholicism: Spirituality and Beliefs	3
RLST 195(W)	Senior Seminar in Religious Studies One upper-division elective in Religious Studies	3

Choose one of the following

RLST 165	Themes in Contemporary Theology	3
RLST 165A	Themes in Contemporary Theology	3
RLST 165B	Themes in Contemporary Theology	3
RLST 165C	Themes in Contemporary Theology	3
RLST 131A	Themes in Spirituality	3
RLST 131B	Themes in Spirituality	3
RLST 131C	Themes in Spirituality	3
RLST 131D	Themes in Spirituality	3

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.

Choose one of the following

RLST 175A	World Wisdom Traditions	3
RLST 175B	World Wisdom Traditions	3
RLST 175C	World Wisdom Traditions	3
RLST 175D	World Wisdom Traditions	3
RLST 175E	World Wisdom Traditions	3

OPTION II: Focus on Religious Studies

RLST 110	Introduction to Scripture: Hebrew Scriptures OR	3
RLST 115	Introduction to Scripture: New Testament	3
PHIL 120(W)	Moral Choices in Contemporary Society OR	3
PHIL 140(W)	The Human Person	3
RLST 122	Religion, Philosophy, and Human Rights OR	3
RLST 130A	Spirituality and Social Justice	3
RLST 195(W)	Senior Seminar in Religious Studies One upper-division elective in Religious Studies	3

Choose one of the following¹

RLST 175A	World Wisdom Traditions	3
RLST 175B	World Wisdom Traditions	3
RLST 175C	World Wisdom Traditions	3
RLST 175D	World Wisdom Traditions	3
RLST 175E	World Wisdom Traditions	3

Choose one of the following

RLST 148	U.S. Religious Communities and Experiences	3
RLST 131A	Themes in Spirituality	3
RLST 131B	Themes in Spirituality	3
RLST 131C	Themes in Spirituality	3
RLST 131D	Themes in Spirituality	3

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.

RELIGIOUS STUDIES MINOR

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

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.

Sociology Courses (p. 242)

SOCIOLOGY, BACHELOR OF ARTS

Learning Outcomes

- Describe and identify varieties of social theory; use them to understand/analyze social behavior across different institutional domains.
- Select and apply social scientific research methods to the study of sociological questions.
- Recognize, identify and explain key social facts, including statistical information about demographic characteristics and patterns of social inequality, relevant across the different institutional domains covered by sociology.
- Explain the social-historical context within which sociology arose and how that changing context

influences the forms of social knowledge that are produced.

- Critically analyze and evaluate sociological research and policy responses to diverse social problems, including crime, deviance, poverty, and social inequality.
- Examine, discuss, and evaluate the normative orientations different social-cultural groups have towards questions of freedom and social justice.
- Recognize and evaluate the opportunities and limits of one's own personal agency within the larger social structure.
- Effectively communicate orally and in writing the sociological knowledge discussed above.

Preparation for the Major

Courses:

SOCI 5/ANTH 5	Culture, Experience, and Society	3
	OR	
PSCI 6/HIST 6	World Politics and Geography	3
PSYC 1	Introduction to Psychology I	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

Requirements of the Major (28 upper-division units)

Courses:

SOCI 102(W)	The Global Perspective	3
SOCI 108(W)/PSYC 108(W)	Field Methods	4
SOCI 165	Racial and Ethnic Issues	3
SOCI 169/PSCI 169	Power and Powerlessness	4

International Affairs

SOCI 166(W)/PSCI 102(W)	Comparative Political Systems	3
	OR	
PSCI 114	Comparative Revolutions	3

Public Policy

SOCI 160/HIST 126	The City: Culture, History, and Power	3
	OR	
SOCI 162	Contemporary Social Problems	3
	OR	
SOCI 163/CRIM 163	Theoretical Images of Crime, Deviance and Social Control	4

Social Issues and Services

SOCI 130	Contemporary Families	3
	OR	
SOCI 147/PSYC 147	Gender Issues	3

Race and Ethnic Relations

SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177	Latino/Hispanic Communities and Experiences	3
SOCI 178/HIST 178/RLST 148	U.S. Religious Communities and Experiences	3
SOCI 179/HIST 179	U.S. Cultural Experiences: Special Topics	3

Applied Sociology

SOCI 196	Academic Internship	1, 3, Credit/No Credit
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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 5/ANTH 5	Culture, Experience, and Society	3
	OR	
PSCI 6/HIST 6	World Politics and Geography	3
PSYC 1	Introduction to Psychology I	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

Requirements of the Major (28 upper-division units)

SOCI 102(W)	The Global Perspective	3
SOCI 108(W)/PSYC 108(W)	Field Methods	4
SOCI 163/CRIM 163	Theoretical Images of Crime, Deviance and Social Control	4
SOCI 165	Racial and Ethnic Issues	3
SOCI 169/PSCI 169	Power and Powerlessness	4

Social Issues and Services

SOCI 130	Contemporary Families	3
	OR	
SOCI 147/PSYC 147	Gender Issues	3

Race and Ethnic Relations

SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177	Latino/Hispanic Communities and Experiences	3
SOCI 178/HIST 178/RLST 148	U.S. Religious Communities and Experiences	3
SOCI 179/HIST 179	U.S. Cultural Experiences: Special Topics	3

Applied Sociology

SOCI 196	Academic Internship	1, 3, Credit/No Credit
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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 I	3
PSYC 30	Introduction to Life-Span Development	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

Requirements of the Major (28 upper-division units)

SOCI 102(W)	The Global Perspective	3
SOCI 108(W)/PSYC 108(W)	Field Methods	4
SOCI 165	Racial and Ethnic Issues	3
SOCI 168/PSYC 169	Community Psychology	3
SOCI 169/PSCI 169	Power and Powerlessness	4
Public Policy		
Choose one:		
SOCI 156	Sociology of Health Care and Health Policy	3
SOCI 160/HIST 126	The City: Culture, History, and Power	3
SOCI 162	Contemporary Social Problems	3
SOCI 163/CRIM 163	Theoretical Images of Crime, Deviance and Social Control	4
Social Issues and Services		
SOCI 130	Contemporary Families OR	3
SOCI 147/PSYC 147	Gender Issues	3
Race and Ethnic Relations		
SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177	Latino/Hispanic Communities and Experiences	3
SOCI 178/HIST 178/RLST 148	U.S. Religious Communities and Experiences	3
SOCI 179/HIST 179	U.S. Cultural Experiences: Special Topics	3
Applied Sociology		
SOCI 196	Academic Internship	1, 3, Credit/No Credit

SOCIOLOGY MINOR

Minor must include SOCI 1.

21 Units

Must include

SOCI 1	Introduction to Sociology	3
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Plus additional 18 units

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 (p. 70).

Spanish Studies Courses (p. 246)

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.

SPORT BIOLOGY, BACHELOR OF ARTS

Preparation for the Major

26 units

BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
BIOL 17	Human Anatomy	4
CHEM 7	Introductory Chemistry for Health Science	4
NUTR 1	Human Nutrition and Metabolism	3
PHED	Intercollegiate Sports or PE	1
PHYS 7	Mechanics	3
PSYC 63	Statistical Methods	3
	OR	
MATH 60	Probability and Statistics	3

Requirements of the Major

27 units

COMM 101	Organizational Communication	3
BSAD 170	Sports Program Organization and Leadership	3
	OR	
BSAD 171	Sports Marketing and Public Relations	3
BIOL 115	Advanced Human Physiology	3
BIOL 115L(W)	Exercise Physiology Laboratory	2
BIOL 111	Kinesiology and Biomechanics	3
PSYC 174	Sport Psychology	3
PHED 111	Sport Theory	3
PHED 110	Physical Education for Teachers	1
BIOL 196	Internship	1-3, Credit/No Credit.
BIOL 195(W)	Sport Biology Seminar	3

SPORT BIOLOGY, BACHELOR OF SCIENCE

Preparation for the Major

41 units

BIOL 1A	Principles of Biological Science	4
BIOL 1B	Principles of Biological Science	4
BIOL 17	Human Anatomy	4
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
CHEM 18	Organic Chemistry I	3
CHEM 18L	Laboratory Techniques of Organic Chemistry I	1
CHEM 19	Organic Chemistry II	3
CHEM 19L	Laboratory Techniques of Organic Chemistry II	1
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
MATH 60	Probability and Statistics	3

Highly recommended:

MATH 11	Calculus I	4
MATH 12	Calculus II	4

Requirements of the Major**34 units**

BIOL 115	Advanced Human Physiology	3
BIOL 115L(W)	Exercise Physiology Laboratory	2
BIOL 111	Kinesiology and Biomechanics	3
PSYC 174	Sport Psychology	3
BIOL 185	Biochemistry: Physiological Chemistry	3
BIOL 185L	Biochemistry: Physiological Chemistry Laboratory	2
BIOL 160	Genetics	3
BIOL 196	Internship	1-3, Credit/No Credit.
BIOL 195(W)	Sport Biology Seminar	3

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/HIST 17B	United States History: Survey	3
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Social Science

ANTH 5/SOCI 5	Culture, Experience, and Society	3
SOCI 1	Introduction to Sociology	3

Upper Division Courses

Racial and Ethnic Issues

SOCI 165	Racial and Ethnic Issues OR	3
HIST 170	United States: Social and Cultural History	3

Comparative Social Issues

Gender

PSYC 147/SOCI 147	Gender Issues	3
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Religion

RLST 165C	Themes in Contemporary Theology	3
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Language

LING 147/ENGL 116	Modern American English OR	3
LING 154	Sociolinguistics	3

Literary Expression

ENGL 131(W)	20th Century American Literature OR	3
ENGL 133(W)	American Literature: Self Images	3

Methodology

SOCI 108(W)/PSYC 108(W)	Field Methods	4
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Cultural Experience

SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177	Latino/Hispanic Communities and Experiences	3

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	3
ECON 1	Principles of Economics (Macro)	3
	OR	
ECON 2	Principles of Economics (Micro)	3
HIST 17A/HIST 17B	United States History: Survey	3
PHIL 2	Logic	3
PSCI 1	Introduction to Political Science: United States Government	3

Upper-Division

COMM 110	Presentation Strategies	3
ENGL 108(W)/COMM 108(W)	Professional Writing	3
HIST 170	United States: Social and Cultural History	3
RLST 122	Religion, Philosophy, and Human Rights	3
PSYC 140/SOCI 140	Social Psychology	3
PHIL 120(W)	Moral Choices in Contemporary Society	3

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 (p. 129) 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 (p. 148) 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 reconsidered 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. Family Nurse Practitioner Program 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 Readmission 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) 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 Grades for Graduate Students

A grade of I (Incomplete) indicates that some portion of the course for which a student has registered is incomplete as a result of an emergency situation beyond the student's control. 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 grade. The student is responsible for obtaining the petition form in the Student Resource Center, completing it with the instructor, and submitting it at the Student Resource

Center. The deadline is the final day of the semester or term for graduate, credential, and certificate students.

Before submitting the form, 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 course is the end of the following semester, including the summer semester, unless a later deadline is approved by the Program Director. A delayed final examination must be taken within three weeks after the beginning of the following semester. However, if the final depends on incomplete coursework, the instructor may delay the examination until such work has been completed.

Students with two or more incomplete-graded courses outstanding will not be permitted to enroll in any additional courses until the incomplete courses are completed. A registration hold will be placed on their records to restrict further registration activity. Students who do not submit a "Petition for Incomplete Grade" form by the applicable deadline or who fail to complete the required work on time and in a satisfactory manner will receive an F for the course.

Under special circumstances, and with the approval of the instructor and the Program Director, the student may petition for an extension in time to complete the coursework in one-semester increments, provided it does not extend the program of study beyond the seven year period. A new "Petition for Incomplete Grade" form must be submitted to the Student Resource Center each time an extension is requested.

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 require the student to complete the course with another instructor, repeat the course, substitute a comparable course (if the academic 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 will be assessed for the replacement course. Graduate students taking courses at the 100-level are required to follow the Incomplete Grade 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, full- or part-time status, graduate or undergraduate status, image (photograph or video), 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 and carry the seal of the University. 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 Assistant Vice President for 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 (p. 127)."

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 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. Family Nurse Practitioner Program students who miss more than one class meeting

(or an equivalent number of hours in accumulated lateness) may receive a grade of F regardless of the circumstances.

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. The offer of reinstatement holds for two semesters. If for some reason the student does not enroll in coursework by the end of two semesters the student must repeat the petitioning process for reinstatement.

A second disqualification will be considered a final disqualification from the program without the option to petition for reinstatement.

See the section on Undergraduate Academic Reinstatement (p. 34) 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.

Statement on Registering 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 Integration. 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 writing to you by the Vice President for Mission Integration or Vice President for Student Affairs and Enrollment Management, you may contact either or both of the following:

1. 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.
2. WSCUC is the academic accrediting body for Holy Names University.

The Bureau for Private Postsecondary Education at 2535 Capitol Oaks Dr., Suite 400, Sacramento, CA 95833; www.bppe.ca.gov; (916) 431-6924 (phone); (916) 263-1897 (fax).

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 Integration, 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.

Effective fall, 2015 all graduate students completing a thesis or culminating project will be required to complete and submit the "Culminating Project Completion Certification" form to the Registrar's Office before their degrees will be awarded. Students are responsible for obtaining all required signatures on the form before

submitting it. Please see your program director for specific details.

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 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 weekday evenings and weekends to accommodate the needs of working adults.

Learning Outcomes

- 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), seven core courses (21 units), three concentration courses (9 units) and two

elective courses (6 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.

Business Courses (p. 181)

JOINT MSN/MBA

(See Nursing, Joint MSN/MBA (p. 167))

BUSINESS ADMINISTRATION, MASTER OF BUSINESS ADMINISTRATION

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	
BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 10, BSAD 11, BSAD 12: are designed for adult learners		

or 2 semesters of Accounting

BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4

Finance:

one course

BSAD 129	Business Finance	3
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Economics:

one year

ECON 2	Principles of Economics (Micro)	3
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Professional Writing

ENGL 108(W)/COMM 108(W)	Professional Writing	3
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General Education Expectations

Statistics:

one course

ECON 15	Statistical Methods	3
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Core Courses (21units)

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.

Courses:

BSAD 207	Managerial Accounting	3
BSAD 215	International Management	3
BSAD 229	Financial Management	3
BSAD 230	Advanced Management: Leading Change	3
BSAD 251	Corporate Policy and Ethics	3
BSAD 260	Marketing Management	3
BSAD 295	Strategy in the Global Environment	3

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	3
BSAD 237	Investments	3
BSAD 239	Financial Markets and Institutions	3

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	3
BSAD 253	Building Learning Organizations	3
BSAD 255	Leadership and Organizational Behavior	3

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-goods firms, business-to-

business marketers, not-for-profit firms, and operations determined to engage in global marketing endeavors.

BSAD 261	Diverse Consumer Behavior	3
BSAD 263	The Global Imperative: Strategic Marketing	3
BSAD 265	Marketing Research	3

Electives (6 units)

Students can select two courses from any of the MBA courses or from other Holy Names University graduate programs.

COUNSELING PSYCHOLOGY

Master of Arts in Counseling Psychology (p. 135)

Fulfills course work requirements for Marriage and Family

Therapy License (MFT) and Licensed Professional Clinical

Counselor (LPCC)

Master of Arts in Forensic Psychology (p. 136)

Dual Master of Arts: Counseling Psychology and Forensic Psychology (p. 136)

Fulfills course work requirements for Marriage Family Therapy License (MFT) and Licensed Professional Clinical Counselor (LPCC)

Certificate in Traumatology and Treatment (p. 140)

Certificate in Forensic Psychology (p. 140)

Certificate in Pastoral Counseling (p. 140)

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 humans. 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.

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 (p. 127) as described in this catalog.

*California Association of Marriage and Family Therapists (CAMFT) Code of Ethics
(<http://www.camft.org/ias/images/PDFs/CodeOfEthics.pdf>)

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.

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 CPSY 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 Psychology Courses (p. 188)

COUNSELING PSYCHOLOGY, MASTER OF ARTS

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.

Learning Outcomes

- Principles of marriage and family therapy
- Assessment of psychological functioning
- Diagnosis of mental disorders
- Evidence--based theories
- Law/ethics of profession
- Oral presentation skills
- Team collaboration skills
- Empathy and compassion
- Perspective-taking skills
- Multicultural awareness
- Reflective practice skills
- Impact of SES on psychological functioning
- Impact of spirituality on psychological functioning
- Impact of culture on psychological functioning
- Research/scholarship fluency and use skills
- Case construction skills
- Clinical writing skills
- Treatment planning skills

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/CPSY 400	Foundations of Counseling: Process and Skills	3
CPSY 201	Foundations of Psychological Research	3
CPSY 202	Clinical Neuroscience	1
CPSY 205/CPSY 405	Psychopathology	3
CPSY 208/CPSY 408	Substance Abuse Assessment and Treatment	3
CPSY 210/CPSY 410	Counseling Theories	3
CPSY 215	The Law and Professional Ethics	3
CPSY 220	Human Development Across the Lifespan	3
CPSY 230/CPSY 430	Human Diversity in Counseling	2
CPSY 235	Advanced Human Diversity Issues in Counseling	2
CPSY 250	Marriage and Family Counseling	3
CPSY 260	Treatment of Children and Adolescents	3
CPSY 265	Group Psychotherapy	3, 2
CPSY 271/CPSY 471	Trauma, Loss and Grief	3
CPSY 275/CPSY 475	Psychological Development and Spiritual Growth	3
CPSY 280	Psychological Assessment	2
CPSY 285/CPSY 485	Introduction to Supervised Practicum and Case Seminar	3
CPSY 291	Community Mental Health A	2
CPSY 292	Community Mental Health B	2
CPSY 293	Community Mental Health C	2
CPSY 298	Integrating Seminar	3
CPSY 290/CPSY 490	Supervised Practicum and Case Seminar	3

CPSY 290: 3 semesters

FORENSIC PSYCHOLOGY, MASTER OF ARTS

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/CPSY 400	Foundations of Counseling: Process and Skills	3
CPSY 206/CPSY 406	Forensic Psychology and the Law	3
CPSY 207/CPSY 407	Psychology of Criminal Behavior	3
CPSY 208/CPSY 408	Substance Abuse Assessment and Treatment	3
CPSY 209A/CPSY 409A	Assessment, Diagnosis and Treatment of the Victim	3
CPSY 209B/CPSY 409B	Assessment, Diagnosis and Treatment of the Offender	3
CPSY 211/CPSY 411	Forensics: Psychometrics and Assessment	3
CPSY 212/CPSY 412	Forensic Psychology Professional Practice Seminar	3
CPSY 226/CPSY 426	Advanced Issues in Correctional and Community Counseling	3
CPSY 230/CPSY 430	Human Diversity in Counseling	2
CPSY 245D/CPSY 445D	Domestic Violence Assessment and Treatment	1
CPSY 286	Supervised Practicum and Case Seminar	3
CPSY 298	Integrating Seminar	3

CPSU 286: 2 semesters

COUNSELING PSYCHOLOGY AND FORENSIC PSYCHOLOGY DUAL MASTER OF ARTS

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. The degrees for joint/dual program students are conferred to degree candidates upon completion of all of the program's requirements (i.e. both degrees), and are conferred simultaneously. Furthermore, degree candidates are not eligible to participate in the annual commencement ceremony until they have either completed all program requirements or are enrolled in their

final courses during the spring semester immediately preceding the ceremony.

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/CPSY 400	Foundations of Counseling: Process and Skills	3
CPSY 201	Foundations of Psychological Research	3
CPSY 202	Clinical Neuroscience	1
CPSY 205/CPSY 405	Psychopathology	3
CPSY 206/CPSY 406	Forensic Psychology and the Law	3
CPSY 207/CPSY 407	Psychology of Criminal Behavior	3
CPSY 208/CPSY 408	Substance Abuse Assessment and Treatment	3
CPSY 209A/CPSY 409A	Assessment, Diagnosis and Treatment of the Victim	3
CPSY 209B/CPSY 409B	Assessment, Diagnosis and Treatment of the Offender	3
CPSY 210/CPSY 410	Counseling Theories	3
CPSY 211/CPSY 411	Forensics: Psychometrics and Assessment	3
CPSY 212/CPSY 412	Forensic Psychology Professional Practice Seminar	3
CPSY 215	The Law and Professional Ethics	3
CPSY 220	Human Development Across the Lifespan	3
CPSY 226/CPSY 426	Advanced Issues in Correctional and Community Counseling	3
CPSY 230/CPSY 430	Human Diversity in Counseling	2
CPSY 235	Advanced Human Diversity Issues in Counseling	2
CPSY 250	Marriage and Family Counseling	3
CPSY 260	Treatment of Children and Adolescents	3
CPSY 265	Group Psychotherapy	3, 2
CPSY 271/CPSY 471	Trauma, Loss and Grief	3
CPSY 275/CPSY 475	Psychological Development and Spiritual Growth	3
CPSY 280	Psychological Assessment	2
CPSY 285/CPSY 485	Introduction to Supervised Practicum and Case Seminar	3
CPSY 290/CPSY 490	Supervised Practicum and Case Seminar	3
CPSY 291	Community Mental Health A	2
CPSY 292	Community Mental Health B	2
CPSY 293	Community Mental Health C	2
CPSY 298	Integrating Seminar	3

CPSY 290: 3 semesters

TRAUMATOLOGY AND TREATMENT CERTIFICATE

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	3
CPSY 471	Trauma, Loss and Grief	3
CPSY 472	Trauma: Assessment, Diagnosis and Treatment	3
CPSY 473	Traumatology and Demographics	3
CPSY 474	Neurobiology of Trauma: Risk, Resiliency and Positive Psychology	3
CPSY 475	Psychological Development and Spiritual Growth	3

FORENSIC PSYCHOLOGY CERTIFICATE

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	3
CPSY 407	Psychology of Criminal Behavior	3
CPSY 408	Substance Abuse Assessment and Treatment	3
CPSY 409A	Assessment, Diagnosis and Treatment of the Victim	3
CPSY 409B	Assessment, Diagnosis and Treatment of the Offender	3
CPSY 411	Forensics: Psychometrics and Assessment	3
CPSY 412	Forensic Psychology Professional Practice Seminar	3
CPSY 426	Advanced Issues in Correctional and Community Counseling	3

PASTORAL COUNSELING CERTIFICATE

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	3
CPSY 405	Psychopathology	3
CPSY 410	Counseling Theories	3
CPSY 430	Human Diversity in Counseling	2
CPSY 445D	Domestic Violence Assessment and Treatment	1
CPSY 471	Trauma, Loss and Grief	3
CPSY 475	Psychological Development and Spiritual Growth	3
CPSY 485	Introduction to Supervised Practicum and Case Seminar	3
CPSY 490	Supervised Practicum and Case Seminar	3

THE SOPHIA CENTER: CULTURE AND SPIRITUALITY

Master of Arts in Culture and Spirituality (p. 141)

Certificate in Culture and Spirituality (p. 142)

The Sophia Center offers a Master of Arts in Culture and Spirituality, and a graduate certificate. The program seeks to integrate the inward journey of personal transformation and the outward journey of sustainable ecology and social justice. Students explore integral ecology, social justice, spirituality and public policy. The Sophia program is interdisciplinary and draws on the perspectives of great wisdom traditions in world religions, contemporary science, philosophy/theology, the humanities, and the social sciences as these relate to environmentalism and human responsibility. The program prepares participants to be ecologically aware, socially just, spiritually alive, and effective contributors in today's society.

Perhaps the greatest challenge of our time is focused on transforming our cultural paradigm to protect humanity and the planet from destruction, while encouraging a creative pattern of reciprocity and mutuality within the Earth community. The emerging cultural paradigm is a blending of cosmology and mysticism. The seminal insights of Thomas Berry, the consensus scientific view of cosmic and biological evolution, creation spirituality, and the compelling challenge of "ecological conversion" are the heart of the Sophia program.

Sophia students engage in graduate level learning that requires serious study, a deep and critical reflection on the great issues of our time, a growing self-awareness, and the ability to develop their communication and leadership

skills as change agents. All students are expected to use basic computer skills in the teaching-learning process. As adult learners, students are expected to engage actively in group discussions with faculty and their peers, and take responsibility for accomplishing the learning outcomes for the program, and individual courses.

The Sophia Center seeks to make graduate level learning available and accessible to present day adult learners. Courses involve minimal on campus engagement and online course components. The curriculum is designed to lead students not only to a compelling understanding of the big picture, but toward practical ways of implementing the Sophia vision on the ground. Students are transformed and become agents of cultural transformation.

Spirituality Courses (p. 244)

CULTURE AND SPIRITUALITY, MASTER OF ARTS

The Sophia Center weekend program allows working adults to attain their master's degree in two years. A master's requires 31 units of coursework. All students are required to do a one semester internship. They may do a

two semester internship with the permission of the Director.

Course Requirements

Core Courses (18 units)

Core courses are offered Fall, Spring, and Summer semesters.

SPIR 203/SPIR 403	Environmental Awareness and Global Responsibility - Crisis and Moral Responsibility	3
SPIR 205/SPIR 405	Science and Evolution: The New Universe Story - Cosmic and Biological Evolution, Role of the Human, New Physics	3
SPIR 207/SPIR 407	Eco-Spirituality - The Sacred Character of Creation	3
SPIR 208/SPIR 408	Sustainable Ethics and Social Justice - Impact of Ecological Devastation on the Most Vulnerable	3
SPIR 209/SPIR 409	Contemplative Practice and Mysticism - Beyond Dualistic Consciousness to Communion and Unitive Awareness	3
SPIR 219/SPIR 419	Art, Spirituality & Creative Expression	3

Electives (9 units)

BSAD 230	Advanced Management: Leading Change	3
BSAD 250	Leadership Development	3
EDUC 200	Social Foundations in Education	3
ENGL 202	Workshop in Professional Writing	3
SPIR 216	Communication Skills for Change Agents	3
SPIR 217	The Politics of Managing Environmental Change	3
SPIR 218	Effective Patterns in Environmental Activism	3
SPIR 297/SPIR 497	Special Topics	3

Capstone Requirements (4 unit)

SPIR 296	Contextual Practicum	3
SPIR 298	Integration Project	1

CULTURE AND SPIRITUALITY CERTIFICATE

Certificate students participate in the same courses as master's candidates. The certificate requires 18 units of coursework.

Courses:

18 units

SPIR 203/SPIR 403	Environmental Awareness and Global Responsibility - Crisis and Moral Responsibility	3
SPIR 205/SPIR 405	Science and Evolution: The New Universe Story - Cosmic and Biological Evolution, Role of the Human, New Physics	3
SPIR 207/SPIR 407	Eco-Spirituality - The Sacred Character of Creation	3
SPIR 208/SPIR 408	Sustainable Ethics and Social Justice - Impact of Ecological Devastation on the Most Vulnerable	3
SPIR 209/SPIR 409	Contemplative Practice and Mysticism - Beyond Dualistic Consciousness to Communion and Unitive Awareness	3
SPIR 219/SPIR 419	Art, Spirituality & Creative Expression	3

EDUCATION

Master of Education (p. 145)

Multiple Subject Teaching Credential (p. 148)

Single Subject Teaching Credential (p. 149)

Multiple Subject Internship Teaching Credential (p. 148)

Single Subject Internship Teaching Credential (p. 149)

Bilingual Authorization for Multiple and Single Subjects

Bilingual Authorization for Multiple and Single Subjects Internship

Education Specialist: Mild/Moderate Disabilities Credential (p. 150)

Education Specialist Internship Credential: Mild/Moderate Disabilities

Early Completion Option for Credential Programs

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. Basic computer literacy is required.

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 (PACT), must be completed.

The **Educational Specialist** credential approved as of Fall 2010 allows for placement in classrooms 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 **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 and M.Ed. 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 studies, 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/ LING 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.
6. 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

1. 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).
2. 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.
3. 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 (EDUC 320A, EDUC 320C, EDUC 320I, EDUC 330A, EDUC 330C, and EDUC 330I).
4. Successful completion of CCTC-mandated Teaching Performance Assessments (PACT).
5. Prior to applying for the initial Multiple Subject and Education Specialist Level 1 credentials, candidates

must pass the Reading Instruction Competence Assessment examination (RICA).

6. For Bilingual Emphasis or Bilingual Authorization, CSET LOTE language of emphasis is required prior to application for licensure. In addition, EDUC 304 and EDUC 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 disqualification 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 (p. 127) as described in this catalog.

Education Courses (p. 198)

EDUCATION, MASTER OF EDUCATION

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.

Learning Outcomes

- Action based research: Analyzes challenges or potential problems in local learning communities with and

application of current research provides scholarly plan of action that seeks to remedy identified areas of need or gaps in policy.

- Local learning communities: Demonstrates understanding and knowledge of community issues, challenges, strengths and possibilities.
- Knowledge of relevant scholarship and literature review: Conduct a search of scholarly research. Produces a compelling literature review of research literature.
- Community context policy: Analyzing structured inequalities in history and issues of diverse communities, race, ethnicities, language, SES, gender, abilities. Action researchers use approaches to make diversity a strength in cultural capital.

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 298	Culminating Scholarly Activity	3

EDUC 298: prerequisite is EDUC 290 + an approved proposal

One Required Elective from the following:

EDUC 295	Using Educational Research Tools	2
EDUC 305	Latino Culture	3
LING 245/LING 445	Fundamentals of Language	3

LING 245: also counts for credential prerequisite

Optional Support Class

(does not fulfill 30 required units)

EDUC 293	Proposal Development	2
		or
		3

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 298	Culminating Scholarly Activity	3
EDUC 298: prerequisite is EDUC 290 + an approved proposal		

One Required Elective from the following:

EDUC 295	Using Educational Research Tools	2
EDUC 305	Latino Culture	3
LING 245/LING 445	Fundamentals of Language	3

LING 245: also counts for credential prerequisite

Optional Support Class

does not fulfill 30 required units

EDUC 293	Proposal Development	2
		or
		3

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

EDUC 200	Social Foundations in Education	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 298	Culminating Scholarly Activity	3
EDUC 298: prerequisite EDUC 290 + an approved proposal		

Two Required Electives from the following:

EDUC 295	Using Educational Research Tools	2
EDUC 305	Latino Culture	3
LING 245/LING 445	Fundamentals of Language	3

LING 245: also counts for credential prerequisite

Optional Support Class (does not fulfill 30 required units)

EDUC 293	Proposal Development	2
		or
		3

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 before mentioned 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 thesis 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 while 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

the Education Specialist: Mild/Moderate Disabilities Internship Credential

Bilingual Authorization

Autism Authorization

MULTIPLE SUBJECT TEACHING CREDENTIAL

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 include 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 the following core courses:

Educational Theory Courses

9 units

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	1
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2

In addition, the program for the Multiple Subject Teaching Credential consists of the following:

Curriculum and Instruction Courses (11 units)

EDUC 331	Curriculum and Instruction in the Elementary Schools: Mathematics	2
EDUC 332	Curriculum and Instruction in the Elementary School: Social Studies	2
EDUC 333	Curriculum and Instruction in the Elementary School: Science	2
EDUC 334	Curriculum and Instruction in the Elementary School: Reading	3
EDUC 336	Curriculum and Instruction in the Elementary School: Writing and the Language Arts	2

Fieldwork/Teaching Courses (14 units)

EDUC 330A/EDUC 330M	Teaching in the Elementary School	3
EDUC 330C	Teaching in the Elementary School	8
EDUC 330I	OR Internship Teaching	8
EDUC 330B	Internship Teaching in the Elementary School	1
EDUC 328	PACT 1	1
EDUC 329	PACT 2	1

EDUC 330B: for first year interns

Performance Assessment for California Teachers (PACT)

As of July 1, 2008, successful completion of an approved Teaching Performance Assessment (TPA) is required to earn a California Preliminary Multiple Subject or Single Subject Credential. Candidates entering teacher preparation programs at Holy Names University are required to

complete the Performance Assessment for California Teachers (PACT).

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 (PACT). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete PACT tasks throughout the program. 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 for coaching and to revise and resubmit the PACT.

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3

The student and intern teaching classes for this authorization must be in bilingual Spanish classrooms.

SINGLE SUBJECT CREDENTIAL

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 include 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 the following core courses:

Educational Theory Courses

9 units

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	1
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2

In addition, the program for the Single Subject Credential consists of the -following:

Curriculum and Instruction Courses (9 units)

EDUC 322	Curriculum and Instruction in the Secondary School	3
EDUC 335	Curriculum and Instruction in the Secondary School: Reading One Content Area course in the student's teaching major	3

(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/EDUC 320M	Teaching in the Secondary School	3
EDUC 320C	Teaching in the Secondary School OR	10
EDUC 320I	Internship Teaching	8
EDUC 320B	Teaching in the Secondary School	1
EDUC 328	PACT 1	1
EDUC 329	PACT 2	1

EDUC 320B: for first year interns

Credential requirements specified in this Catalog are subject to changes required by the CTC. Coursework listed is the minimum required. In some cases, additional work may be needed to meet CTC competencies. Contact the Department for current requirements.

Performance Assessment for California Teachers (PACT)

As of July 1, 2008, successful completion of an approved Teaching Performance Assessment (TPA) is required to earn a California Preliminary Multiple Subject or Single Subject Credential. Candidates entering teacher preparation

programs at Holy Names University are required to complete the Performance Assessment for California Teachers (PACT).

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 (PACT). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete PACT tasks throughout the program. 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 for coaching and to revise and resubmit the PACT.

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	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 the following core courses:

Educational Theory Courses

6 units

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 341	Curriculum and Instruction in the Elementary Schools for Special Education Teachers: 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/EDUC 467	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 K-12	2-3
EDUC 271	Technology for Students with Mild/Moderate Disabilities	2-3

Multiple Subject Option

In addition, the program for the Education Specialist: Mild/Moderate Credential, Multiple Subject Option consists of the following:

Curriculum and Instruction Courses (4 units)

EDUC 341	Curriculum and Instruction in the Elementary Schools for Special Education Teachers: Mathematics	2
EDUC 344	Curriculum and Instruction in the Elementary School for Special Education Teachers: Reading	2

Fieldwork/Teaching Courses (5 or 6 units)

EDUC 330M/EDUC 330A	Teaching in the Elementary School for Special Education Teachers	2
EDUC 361	Field Studies Practicum for Mild/Moderate Disabilities OR	4
EDUC 361I	Special Education Internship Teaching	1-4

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 and Instruction in the Secondary School	3
EDUC 345	Curriculum and Instruction in the Secondary School for Special Education Teachers: Reading	2

Fieldwork/Teaching Courses (5 or 6 units)

EDUC 320M/EDUC 320A	Teaching in the Secondary School for Special Education Teachers	2
EDUC 361	Field Studies Practicum for Mild/Moderate Disabilities OR	4
EDUC 361I	Special Education Internship Teaching	1-4

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3

The student and intern teaching classes for this authorization must be in bilingual Spanish classrooms.

EDUCATIONAL THERAPY

Master of Arts in Educational Therapy (p. 154)

Certificate in Educational Therapy (p. 155)

Accelerated Educational Therapy Certificate (p. 156)

An Educational Therapist (ET) 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.

An ET 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. Courses taken at the certificate level may be credited toward the Master of Arts in Educational Therapy, (MA) if a student is accepted into that program.

The ET 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 Arts in Educational Therapy degree by completing the requirements for the ET certificate at HNU and completing the research sequence: EDUC 201, EDTH 290 and EDTH 298.

The Educational Therapy Certificate is designed for working adults. Courses meet during late afternoon and evening hours and classes meet every other week, with a demanding set of assigned tasks (including required field experiences) completed in between. This allows for individuals to train in a rigorous program while meeting work, home and family responsibilities. In addition, the

HNU program was designed to be a path for career changers to become an Educational Therapist.

Admission Requirements

1. A Bachelor's degree from a regionally accredited institution.
2. Evidence of adequate subject matter preparation relevant to the program.
3. An overall grade point average of 3.0 in undergraduate studies.
4. Completion of the University admission application requirements.
5. An interview with the Director the ET Program.
6. Evidence of strong oral communication and writing skills.
7. A statement of purpose specific to the field of Educational Therapy and for the Master's degree, if applying to both programs.

The coursework fulfills all of the training requirements of the national organization, the Association of Educational Therapists. One may earn the certificate alone or combine it with a M.A. in Educational Therapy. HNU graduates do not have to submit transcripts to AET upon completion but merely submit a Certificate from HNU and the other required forms. A Master's degree is required for Professional Member status with AET.

Suitability for Practice

The faculty of Holy Names University Education Therapy Program is committed to candidates' development of ethical practice, establishment of professional boundaries, client confidentiality, and their awareness of internship competence and personal limitations. At any time during the candidate's progress through the program, should a significant concern regarding the candidate's suitability for the profession occur, in accordance with the AET Code of Conduct and based on the candidate's apparent 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 disqualification or substantive remediation that can involve course or clinical placement or 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 (p. 127) as described in this catalog.

Educational Therapy Courses (p. 197)

EDUCATIONAL THERAPY, MASTER OF ARTS

(Educational Therapist Certificate and minimum 7 units in the research strand)

MA candidates have a concentration in 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 7 units in the research strand. This option requires a minimum of 34 units of graduate course work.

Research Strand Requirements

7 units

EDUC 210	Introduction to Educational Research	1
EDTH 290	Educational Research	3
EDTH 298A	Thesis/Culminating Activity	3

EDTH 290: Prerequisite: EDUC 210

EDTH 298A; (Prerequisites: EDTH 290 and an approved proposal by the IRB.)

Educational Research and Completion of Thesis

All students must take Introduction to Educational Research, EDUC 210, Educational Research, EDTH 290, and EDTH 298, Thesis. EDUC 210 is taken in preparation for the Thesis. The other two courses must be taken in sequence. 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 Director.

EDUCATIONAL THERAPY CERTIFICATE

Required Courses

(21 units plus two additional Strategy/Methodology courses of 3 units each)

EDTH 259/EDTH 459	Neuropsychological Principles in Education	3
EDTH 261/EDTH 461	Introduction to Mild/Moderate Disabilities	3
EDTH 263/EDTH 463	Instructional Strategies for Students with Reading Difficulties	3
EDTH 264/EDTH 464	Assessment in Special Education	3
EDTH 266/EDTH 466	Advanced Assessment	3
EDTH 268A/EDTH 468A	The Roles of Educational Therapists	2
EDTH 268B/EDTH 468B	Business Practices for the Educational Therapist	1
EDTH 296/EDTH 496	Internship in Educational Therapy	3

Additional Strategy/Methodology Options (two 3 unit courses are required)

EDTH 269/EDTH 469	Math Strategies for Students with Mild/Moderate Disabilities	3
EDUC 270	Curriculum and Instruction for Students with Mild/Moderate Disabilities K-12	2-3
EDUC 271	Technology for Students with Mild/Moderate Disabilities	2-3
CPSY 471	Trauma, Loss and Grief	3
CPSY 474	Neurobiology of Trauma: Risk, Resiliency and Positive Psychology	3

Also required for the Certificate if not already taken (or equivalent taken elsewhere)

Courses:

CPSY 220	Human Development Across the Lifespan	3
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 334	Curriculum and Instruction in the Elementary School: Reading OR	3
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	3

ACCELERATED EDUCATIONAL THERAPY CERTIFICATE

Special Education Teachers who hold a Preliminary Level I Education Specialist Mild/Moderate Credential or equivalent and have a minimum of three years special

education experience may enroll in a “fast-track” certificate program.

The following 12 units of coursework comprise this certificate program only (no Master’s option):
Courses:

EDTH 459	Neuropsychological Principles in Education	3
EDTH 466	Advanced Assessment	3
EDTH 468A	The Roles of Educational Therapists	2
EDTH 468B	Business Practices for the Educational Therapist	1
EDTH 496	Internship in Educational Therapy	3

Other Recommended (Not Required) Courses:
Courses:

CPSY 271/CPSY 471	Trauma, Loss and Grief	3
CPSY 274/CPSY 474	Neurobiology of Trauma: Risk, Resiliency and Positive Psychology	3
CPSY 280	Psychological Assessment	2
EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 267/EDUC 467	Counseling and Collaboration Skills for Professionals	2

Also required for the Certificate if not already taken (or equivalent taken elsewhere):

Courses:

CPSY 220	Human Development Across the Lifespan	3
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 334	Curriculum and Instruction in the Elementary School: Reading OR	3
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	3

ENGLISH

English Courses (p. 205)

For literature courses, see undergraduate course descriptions (p. 205).

ENGLISH: THE WRITER’S CRAFT, MASTER OF ARTS

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. 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.

Learning Outcomes

Upon completion of the Holy Names University The Writer's Craft, students will be able to:

- Produce original literary work, culminating in a thesis of high literary merit.
- Engage in constructive criticism and evaluation in a supportive workshop setting.
- Demonstrate mastery of the craft by engaging in extensive study of genre and literary analysis.
- Demonstrate mastery of various literary theories, research, and techniques.
- Cultivate a knowledge of classic and contemporary literature and understand how the student's work fits within and re-imagines multiple literary traditions.
- Contribute to the vibrant Bay Area arts community through internships and social engagement.
- Perform all activities in an ethical and professional manner through the production of original work.

Degree requirements

Total Required Units: 30

ENGL 108(W)/COMM 108(W)	Professional Writing	3
ENGL 240	Critical Theory: Close Encounters with Literature	3

ENGL 108(W): or another advanced writing class with permission of program director

Literature Core 9 units

ENGL 220	Fiction	3
ENGL 221	Poetry	3
ENGL 222	Dramatic Literature	3
ENGL 214	Shakespeare	3
ENGL 233	American Literature: 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 3

LINGUISTICS

Linguistics courses are offered at the graduate level for graduate students in Education, in both the Credential and Master's programs.

Linguistics Courses (p. 213)

MUSIC

MM in Piano Pedagogy (p. 159)

MM in Piano Pedagogy with Suzuki Emphasis (p. 160)

MM in Vocal Pedagogy (p. 160)

MM in Music Education with Kodály Emphasis (p. 161)

Vocal Pedagogy Certificate (p. 162)

Kodály Specialist Certificate (p. 162)

Kodály Summer Certificate (p. 163)

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.

Music Courses (p. 215)

PIANO PEDAGOGY, MASTER OF MUSIC

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)

Courses:

MUSC 226	Studies in Piano Literature	2
MUSC 231	Seminar in Music Literature	2
MUSC 244A/MUSC 244B	Solfège & Musicianship	3
MUSC 251	Piano Pedagogy	3
MUSC 252	Advanced Piano Pedagogy	3
MUSC 281A/MUSC 281B	Choral Conducting	2
MUSC 296C/MUSC 296D	Practicum	2
MUSC 290A	Recital	1
MUSC 291A	Master's Project/Presentation of Private Students	1
	Oral Comprehensive Examination	0

Take 4 units of Private Lessons

MUSC 216	Private Lessons	1
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Take 2 units of each course

MUSC 264	Advanced Piano Ensemble	1
MUSC 265	Advanced Accompanying	1

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.)

Courses:

MUSC 226	Studies in Piano Literature	2
MUSC 231	Seminar in Music Literature	2
MUSC 244A/MUSC 244B	Solfège & Musicianship	3
MUSC 252	Advanced Piano Pedagogy	3
MUSC 264	Advanced Piano Ensemble	1
MUSC 265	Advanced Accompanying	1
MUSC 281A/MUSC 281B	Choral Conducting	2
MUSC 296C/MUSC 296D	Practicum	2
MUSC 290A	Recital	1
MUSC 291A	Master's Project/Presentation of Private Students	1
	Oral Comprehensive Examination	0

Take 4 units of Private Lessons

MUSC 216	Private Lessons	1
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**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.*

VOCAL PEDAGOGY, MASTER OF MUSIC

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.

31 units

Courses:

MUSC 231	Seminar in Music Literature	2
MUSC 233	Literature of the Voice	3
MUSC 238	Studies in Vocal Literature	2
MUSC 244A/MUSC 244B	Solfège & Musicianship	3
MUSC 254	Vocal Pedagogy	3
MUSC 255	Advanced Vocal Pedagogy	3
MUSC 281A/MUSC 281B	Choral Conducting	2
MUSC 296E/MUSC 296F	Practicum	2
MUSC 290A	Recital	1
MUSC 291A	Master's Project/Presentation of Private Students	1
	Oral Comprehensive Examination	0

Take 4 units of Private Lessons

MUSC 216	Private Lessons	1
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Take 2 units from the following

MUSC 261	HNU Chamber Singers other approved ensemble	1
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MUSIC EDUCATION WITH KODÁLY EMPHASIS, MASTER OF MUSIC

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.

32 units

Summer (5 units)

MUSC 210A	Kodály Pedagogy	2
MUSC 211A	Solfège and Musicianship	1
MUSC 215A	Choral Conducting	1
MUSC 210A, MUSC 211A: summer		

Choose one of the following

MUSC 214A	Folk Music	1
MUSC 214B	Folk Music	1
MUSC 214C	Folk Music	1
MUSC 214A, MUSC 214B, MUSC 214C: summer		

Academic year (27 units)

MUSC 231	Seminar in Music Literature	2
MUSC 243A/MUSC 243B	Folk Music	2
MUSC 244A/MUSC 244B	Solfège & Musicianship	3
MUSC 246	Children's Vocal Pedagogy	1
MUSC 247A/MUSC 247B	Kodály Pedagogy	2
MUSC 281A/MUSC 281B	Choral Conducting	2
MUSC 296A/MUSC 296B	Practicum	3

Take 2 units of Chamber Singers

MUSC 261	HNU Chamber Singers	1
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VOCAL PEDAGOGY CERTIFICATE

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.

12 units

Courses:

MUSC 454	Vocal Pedagogy	3
MUSC 455	Advanced Vocal Pedagogy	3
MUSC 496E/MUSC 496F	Practicum	2

Take 2 units of Private Lessons

MUSC 416	Private Lessons	1
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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

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.

20 units

Courses:

MUSC 443A/MUSC 443B	Folk Music	2
MUSC 444A/MUSC 444B	Solfège & Musicianship	2
MUSC 447A/MUSC 447B	Kodály Pedagogy	2
MUSC 481A	Choral Conducting	2
MUSC 496A/MUSC 496B	Practicum	3

KODÁLY SUMMER CERTIFICATE

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.

17 units

Courses:

MUSC 410A	Kodály Pedagogy	2
MUSC 410B	Kodály Pedagogy	2
MUSC 410C	Kodály Pedagogy	2
MUSC 411A	Solfège and Musicianship	1
MUSC 411B	Solfège and Musicianship	1
MUSC 411C	Solfège and Musicianship	1
MUSC 415A	Choral Conducting	1
MUSC 415B	Choral Conducting	1
MUSC 415C	Choral Conducting	1
MUSC 414A	Folk Music	1
MUSC 414B	Folk Music	1
MUSC 414C	Folk Music	1

Take 2 units of Choir

MUSC 418	Choir	1
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NURSING GRADUATE DIVISION

Nursing

Accreditation/Certification

The MSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Primary Care 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) Primary Care 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.

Academic Policies and Procedures for Graduate NURSING Students:

See Academic Policies and Procedures for Graduate Students (p. 116) in this catalog

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: ENGL 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

Nursing Courses (p. 225)

NURSING (MSN) CURRICULUM, MASTER OF SCIENCE

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 (p. 119)" in this catalog for a description of the grading system.

Learning Outcomes

- Caring
- Advocates for social justice
- Clinical reasoning
- Communication
- Collaboration and diverse cultures
- Safe quality care
- Knowledgeable of healthcare environment

Core Courses Required of all MSN Students in the Administration/Management, Nurse Educator,

**Informatics, and Care Transition Management
Options**

18 units

NURS 211	The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice	3
NURS 212	Health Law and Ethics	3
NURS 215	Role Transition of 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

**Core Courses Required of all MSN Students in the
Primary Care FNP Program Option**

18 units

NURS 211	The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice	3
NURS 212	Health 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 Primary Care Family Nurse
Practitioner Option**

29 units

NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
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, Pass/Fail
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, Pass/Fail
NURS 251B	Primary Care of the Family Through the Life Span: Role Performance II	2, Pass/Fail
NURS 252	Primary Care of the Family Through the Life Span: Role Performance III	4, Pass/Fail
NURS 253	Primary Care of the Family Through the Life Span: Role Performance IV	4, Pass/Fail

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	4, Pass/Fail
NURS 234B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I	4, Pass/Fail

Requirements for the Nurse Educator Option

20 units

NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
NURS 261	Concepts and Theories of Learning	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, Pass/Fail
NURS 265B	Nurse Educator Practicum II	2, Pass/Fail

owning a business related to healthcare. This is a 67-unit program that allows the nurse to complete two degrees at once. The degrees for joint/dual program students are conferred to degree candidates upon completion of all of the program's requirements (i.e. both degrees), and are conferred simultaneously. Furthermore, degree candidates are not eligible to participate in the annual commencement ceremony until they have either completed all program

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 A	2.5
NURS 237B	Technology and Innovation Lab B	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	Organization Theory	3
NURS 226	Chronic Care Management	2
NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
NURS 266	Care Transition Management	3
NURS 267	Practicum 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

requirements or are enrolled in their final courses during the spring semester immediately preceding the ceremony.

Requirements for the MSN/MBA program

67 units

BSAD 20	Quantitative Analysis for Business and Economics BSAD 10	3
BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
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 for Advanced Nursing Practice	3
NURS 212	Health Law and Ethics	3
NURS 215	Role Transition of 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 OR	3
BSAD 255	Leadership and Organizational Behavior	3
NURS 223	Finance and Budgeting in Healthcare	3
NURS 224	Human Resource Management and Development OR	3
BSAD 230	Advanced Management: Leading Change	3
NURS 225	Organization Theory OR	3

BSAD 253	Building Learning Organizations	3
NURS 234A	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I	4, Pass/Fail
NURS 234B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I	4, Pass/Fail

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.

Primary Care Family Nurse Practitioner Option 18 units

NURS 131	Physical Assessment (Child and Adult)	2
NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 153	Healthcare Economics	2
NURS 172	Informatics	3

Nurse Educator Option 18 units

NURS 131	Physical Assessment (Child and Adult)	2
NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 172	Informatics	3

Administration/Management or MSN/MBA Option 16 units

NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 151L	Leadership and Management in Nursing Practicum	3 Pass/Fail

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
Courses

ENGL 1B	Critical Reading and Writing II	3
PSYC 63	Statistical Methods	3
NURS 180	Epidemiology	3

Bridge Courses
9 units

NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 172	Informatics	3

Nurse Educator Core Courses
12 Units

NURS 141	Nursing Research	3
NURS 142(W)	Family and Community Health Nursing I	3
NURS 142L	Family and Community Health Nursing I Practicum	3, Pass/Fail
NURS 151	Leadership and Management in Nursing	3

RN to MSN Core Courses
18 units

NURS 211	The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice	3
NURS 212	Health Law and Ethics	3
NURS 215	Role Transition of 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

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	Organization Theory	3
NURS 226	Chronic Care Management	2
NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
NURS 266	Care Transition Management	3
NURS 267	Practicum 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 Lab A	2.5
NURS 237B	Technology and Innovation Lab B	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	4, Pass/Fail
NURS 234B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I	4, Pass/Fail

Requirements for the Nurse Educator Option

20 units

NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
NURS 261	Concepts and Theories of Learning	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, Pass/Fail
NURS 265B	Nurse Educator Practicum II	2, Pass/Fail

Certificate Programs

PRIMARY CARE FAMILY NURSE PRACTITIONER POST-MASTER CERTIFICATE PROGRAM

Holy Names University offers a post-master Primary Care 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) Primary Care 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 (p. 119)" 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, Pass/Fail
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, Pass/Fail
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, Pass/Fail
NURS 451B	Primary Care of the Family Through the Life Span: Role Performance II	2, Pass/Fail
NURS 452	Primary Care of the Family Through the Life Span: Role Performance III	4, Pass/Fail
NURS 453	Primary Care of the Family Through the Life Span: Role Performance IV	4, Pass/Fail

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 415	Role Transition of Graduate Nurse	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	4, Pass/Fail
NURS 434B	Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I	4, Pass/Fail

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

23 units

NURS 415	Role Transition of Graduate Nurse	3
NURS 440	Advanced Health Assessment	3
NURS 440L	Advanced Health Assessment Lab	1, Pass/Fail
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, Pass/Fail
NURS 465B	Nurse Educator Practicum II	2, Pass/Fail

COURSES

ANTH - ANTHROPOLOGY COURSES

ANTH 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.

Crosslisted as: SOCI 5.

ARTS - ART COURSES

ARTS 1(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.

ARTS 11 - Fundamentals of Drawing (3)

Introduction to drawing principles, media and technique, including composition, perspective and chiaroscuro.

ARTS 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.

ARTS 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.

ARTS 110 - 3D Design and Printing (3)

This course is designed to familiarize students with the digital tools and techniques relevant to visualizing and prototyping 3D designs. Focusing on products and sculpture as the primary areas of application, students are taken through a series of hands-on class exercises in order to become more comfortable with the process of realizing their designs digitally. Everything the students do is hands-on, creative work, including designing personalized 3D models. Each student learns to be a maker" rather than a "consumer" of products. The course utilizes SketchUp

software (free download dual platform) and create prototypes with a 3D printer (Makerbot 5th generation)."

ARTS 111 - Fundamentals of Drawing (3)

Introduction to drawing principles, media and technique, including composition, perspective and chiaroscuro.

ARTS 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. Includes use of Photoshop, Illustrator, and InDesign for logo design, web layout, topography, and poster design.

ARTS 117 - Motion Graphics and Video Production (3)

Image manipulation and video production using software such as After Effects and Premiere. Includes compression and uploading of video projects.

ARTS 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 ARTS 121A. Watercolor; ARTS 121B. Acrylic; or ARTS 121C. Watercolor and Acrylic.

ARTS 121A - Beginning Painting, Watercolor (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.

ARTS 121B - Beginning Painting, Acrylic (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.

ARTS 121C - Beginning Painting, Watercolor and Acrylic (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.

ARTS 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 ARTS 122A. Watercolor; ARTS 122B. Acrylic; or ARTS 122C. Watercolor and Acrylic.

ARTS 122A - Intermediate Painting, Watercolor (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.

ARTS 122B - Intermediate Painting, Acrylic (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.

ARTS 122C - Intermediate Painting, Watercolor and Acrylic (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.

ARTS 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 ARTS 123A. Watercolor; ARTS 123B. Acrylic; or ARTS 123C. Watercolor and Acrylic.

ARTS 123A - Advanced Painting, Watercolor (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.

ARTS 123B - Advanced Painting, Acrylic (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.

ARTS 123C - Advanced Painting, Watercolor and Acrylic (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.

ARTS 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.

ARTS 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. May be repeated for credit.

Prerequisite: ARTS 132 or consent of instructor.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 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.

ARTS 171 - Painting Murals (3)

In this class students work together to design and paint a mural. Students study color theory and the technical process, and they take field trips and meet with local artists, as they learn about the history of Oakland murals and the tradition of this medium. As their culminating project HNU students create a mural at a high school in the Oakland community, in collaboration with students from the school.

ARTS 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."

ARTS 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.

Crosslisted as: PHIL 177.

ARTS 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.

ARTS 179 - The Arts of Rome (3)

Rome is referred to as the eternal city" in part because it has preserved great works of art from the ancient period through modern times. Students enter the world of the art by looking at painting sculpture and architecture in the context of the cultures politics and religions of Europe from the classicism of Ancient Greece to the exuberance of the Italian Baroque."

ARTS 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.

ARTS 182 - Intermediate Jewelry and Metal (3)

Instruction is given in direct metal techniques of fabrication, forging, fusing, shaping and soldering.

ARTS 183 - Advanced Jewelry and Metal (3)

Emphasis is placed on personal aesthetic expression. Experimentation in functional and volumetric metalware.

ARTS 196 - Internship (3)

BIOL - BIOLOGICAL SCIENCE COURSES

BIOL 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.

BIOL 1B - Principles of Biological Science (4)

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

BIOL 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.

Prerequisite: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better.

BIOL 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.

Prerequisite: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better. Corequisite: BIOL 11.

BIOL 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.

BIOL 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.

BIOL 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.

Prerequisite: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better.

BIOL 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.

Prerequisite: BIOL 1A, BIOL 17, and CHEM 7, all with grades of B- or better. Corequisite: BIOL 20.

BIOL 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.

Prerequisite: BIOL 1B or BIOL 15.

BIOL 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.

Prerequisite: BIOL 1B or BIOL 15.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B; BIOL 17; and PHSC 15 (taken before fall semester 2015) or PHYS 7, or PHYS 8A. All pre-requisite courses must be completed with a C- or better.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B; CHEM 1B or CHEM 7.

BIOL 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: ENGL 1B. Corequisite: BIOL 115.

BIOL 117 - Comparative Vertebrate Anatomy and Embryology (3)

An introduction to gross anatomy of the vertebrate body emphasizing evolution of the vertebrate body plan, diversity among vertebrates, and functional morphology. The developmental origins of structures and their homologies are common threads in the lecture and corresponding laboratory.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Corequisite: BIOL 117.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Corequisite: BIOL 128.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B, and CHEM 19.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Corequisite: BIOL 145.

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 160 - Genetics (3)

Concepts of classical and molecular genetics will be explored with an emphasis on seminal experiments in the field. In-depth consideration of mechanisms of inheritance, structure and function of nucleic acids and regulation of gene expression. Lecture: 3 hours.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Prerequisite: BIOL 160 (may be taken concurrently).

BIOL 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.

Prerequisite: BIOL 1A and BIOL 1B, CHEM 1B.

BIOL 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.

Corequisite: BIOL 185.

BIOL 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.

BIOL 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.

Prerequisite: Declared Biological Science major with at least 10 units of upper-division Biology completed and consent of instructor; ENGL 1B.

BIOL 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. Topics and modes of inquiry will vary and enrollment is contingent upon prior approval of instructor.

Prerequisite: 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.

BIOL 195(W) - Sport Biology Seminar (3)

A comprehensive study of selected topics in kinesiology research and the relevance of the topics to society.

Prerequisite: Declared Sport Biology major with at least 10 units of upper-division Biology completed and consent of instructor; ENGL 1B.

BIOL 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.

Prerequisite: Declared Biological Science or Sport Biology major. Instructor signature required for enrollment.

BIOL 197 - Special Studies (1-2)

Specific topics of choice outside the regular Biology curricular offerings, pursued under the guidance of faculty members.

BIOL 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.

BIOL 199 - Independent Study (1-3)

Individual study by students outside the regular curricular offerings, pursued under the guidance of faculty members.

BSAD - BUSINESS COURSES

BSAD 10C - Spreadsheets (2)

Solving problems with a spreadsheet: computations, functions, charts, formatting, and simple database.

BSAD 11 - 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 and income statements as well as transaction recording processes.

BSAD 12 - Financial Accounting II & Managerial Accounting (4)

The uses of accounting systems and their outputs in the process of management of an enterprise. Focus on the sources of capital for a company's growth, and the Statement of Cash Flows summarization of entity's cash movements. 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

Prerequisite: ECON 15, BSAD 20, and BSAD 10C.

BSAD 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.

BSAD 120A - Intermediate Financial Accounting I (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.

Prerequisite: BSAD 11 and BSAD 12.

BSAD 120B - Intermediate Financial Accounting II (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.

Prerequisite: BSAD 120A.

BSAD 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.

Prerequisite: BSAD 120A.

BSAD 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.

Prerequisite: BSAD 120A.

BSAD 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.

Prerequisite: BSAD 120A (may be taken concurrently).

BSAD 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.

Prerequisite: BSAD 120A.

BSAD 125 - Special Topics in Accounting (3)

A variety of topics in accounting with emphasis on current problems and research.

Prerequisite: BSAD 120A.

BSAD 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.

BSAD 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.

BSAD 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, BSAD 130.

BSAD 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. Crosslisted as: PSYC 148(W).

BSAD 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.

BSAD 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.

BSAD 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.

Prerequisite: BSAD 160, PSYC 1, or consent of the instructor.

BSAD 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.

Prerequisite: BSAD 160, ECON 15.

BSAD 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.

BSAD 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.

BSAD 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.

Prerequisite: BSAD 160 and BSAD 129, completed or concurrent; ENGL 1B.

BSAD 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.

BSAD 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.

Prerequisite: ECON 15 (Statistics) or equivalent, BSAD 10C (Spreadsheets), and MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business).

BSAD 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).

BSAD 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.

BSAD 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.

Prerequisite: ECON 15 (Statistics), MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business), BSAD 10C (Excel Spreadsheets), BSAD 129 (Business Finance).

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

BSAD 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.

Prerequisite: ECON 15 (Statistics) or equivalent and BSAD 260.

BSAD 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.

Prerequisite: Seven MBA courses.

CALP - CAREER AND LIFE PLANNING COURSES

CALP 93 - 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.

CALP 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.

CALP 97 - Connections Project Lab (1)

Experiential course required for first year students.

CALP 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.

CALP 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.

CALP 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.

CALP 196 - Leadership Development Internship (1-3, Credit/No Credit)

Through an internship in leadership and mentoring with the Connections Project FYE program, New Student Orientation, or other approved student leadership position, students will have the opportunity to explore their leadership style while gaining practical work experience through facilitating groups, mentoring students, and coordinating academic and social events. This course may be repeated once for credit.

Prerequisite: CALP 191 or by permission of Dean for Student Development and Engagement.

CHEM - CHEMISTRY COURSES

CHEM 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.

Prerequisite: Placement at GE level mathematics or successful completion of MATH A at HNU.

CHEM 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.

CHEM 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. Lecture: 4 hours. Laboratory: 4 hours.

Prerequisite: Placement at GE level mathematics or successful completion of MATH A at HNU.

CHEM 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.

CHEM 18L - Laboratory Techniques of Organic Chemistry I (1)

Laboratory work introduces basic techniques and procedures used in laboratory synthesis. Laboratory: 4 hours.

Corequisite: CHEM 18.

CHEM 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.

CHEM 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.

Corequisite: CHEM 19.

COMM - COMMUNICATION STUDIES COURSES

COMM 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.

COMM 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).

COMM 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."

Prerequisite: ENGL 1B. Crosslisted as: ENGL 108(W).

COMM 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).

COMM 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).

COMM 121 - Web Design (3)

Design, implementation, and evaluation of online projects that combine various media such as graphics, audio, video, plain text and hyperlinks. Includes use of Dream Weaver and web page authoring. It is helpful to take ARTS 115 before taking COMM 121.

COMM 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.

COMM 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 115 (or equivalent approved by program coordinator).

COMM 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator). Crosslisted as: PSYC 143.

COMM 165A - Interpersonal Communication (3)

Each semester a minimum of one communication theme based course is offered. 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).

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165B - Gender and Communication (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165C - Intercultural Communication (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165D - Leadership Communication (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165E - Survey in Performance Studies (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165F - Mass Communication (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 165G - Family Communication (3)

Each semester a minimum of one communication theme based course is offered. 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.

Prerequisite: COMM 1 (or equivalent approved by program coordinator).

COMM 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.

COMM 196 - Senior Internship (1-3)

Supervised work experience in industry, business, non-profit, and/or community agencies or mass media.

Prerequisite: COMM 102, COMM 108(W), COMM 101, and COMM 110.

COMM 197 - Special Topics (3)

May focus on topics such as conflict resolution, media and society, interpersonal communication, gender and communication, etc.

Prerequisite: COMM 101 and COMM 110.

CPSY - COUNSELING PSYCHOLOGY COURSES

CPSY 200 - Foundations of Counseling: Process and Skills (3)

Course introduces foundational counseling skills including appropriate use of self; empathy, reflective practice, attending and confronting with special attention to the impact of diversity on the counseling relationship. Course will introduce assessment, diagnosis, and treatment planning with emphasis on Rogerian and Motivational Interviewing approaches. A weight of the course will be on AOD, co-occurring disorders, suicidality, crisis management and legal and ethical considerations. Case management including collaboration with community resources, psycho-education, referrals and advocacy will be introduced. Recovery oriented care and methods of service delivery will be discussed. A didactic experiential approach will be utilized, including group process. This course will include meeting with consumers of mental health services.

CPSY 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.

CPSY 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.

CPSY 205 - 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.

CPSY 206 - Forensic Psychology and the Law (3)

This course introduces research at the intersection of psychology and law including, interview methods, psychological assessment with a focus on competency to stand trial, SUD and the law. Students will learn about risk assessments, juvenile and family law, community education, human diversity, restorative justice and criminal responsibility, jury selection and decision-making processes, eyewitness testimony.

CPSY 207 - Psychology of Criminal Behavior (3)

This course focuses on evidence-based correctional psychology including relationship of trauma and SUD to crime, and methods of prevention, early intervention, and treatment. It is designed to introduce the student to complexities of developmental (juvenile) delinquency, adult crime including criminal homicide, sexual offenses, SUD and co-occurring disorders, human aggression, economic and public order crime. Course will cover biological, sociological, psychological theories of criminal behavior.

CPSY 208 - 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 socio-economic diversity issues as they impact SUD. This course will introduce the student to evidence based theories of substance abuse and dependence, methods and protocols for detoxification, relapse

prevention, drug abuse prevention, and current best practices for treatment, including Motivational Interviewing. This course will include meeting with consumers of mental health services.

CPSY 209A - Assessment, Diagnosis and Treatment of the Victim (3)

This course explores psychological effects of physical, sexual, institutional, and environmental victimization. Students will learn about assessment of secondary effects of trauma, including SUD and its treatment; screening techniques, referrals and continuum of care issues. Special focus on how a victim of a crime interfaces with the numerous participants in the legal system. The student will gain familiarity with the assessment, diagnosis, and treatment of victims, applying evidence based practices including Motivational Interviewing, Cognitive Behavioral Therapy, and Brief Therapy to special populations (e.g. victims of sexual assault, emotional and psychological victimization, domestic violence, hate crime victims, etc.).

CPSY 209B - Assessment, Diagnosis and Treatment of the Offender (3)

This course explores assessment, diagnosis, and treatment practices used with special classes of disordered offenders including co-occurring disordered, domestic violence perpetrators, sexual offenders, SUD and Severely Mentally Ill. Students will study the use of counseling techniques such as Cognitive Behavioral Therapy, Motivational Interviewing, and Brief Therapy as these apply to offenders in criminal court proceedings. Students will develop an understanding of offender case management through progression in the justice system and beyond.

CPSY 210 - 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.

CPSY 211 - Forensics: Psychometrics and Assessment (3)

This course will cover psychological measurement theory and techniques used in assessment and diagnosis with a special focus on SUD and co-occurring disorders, severely mentally disordered, cognitively impaired. Course objectives include: how to understand and evaluate the reliability, validity, and other pertinent properties of forensic psychological assessment tools with an emphasis on the relationship of diversity to assessment. Special attention will be paid to methods of assessment and diagnosis used with SUD offenders. Evaluate research on the effects of SUD on the body and behaviors including

those which spread communicable diseases and foster criminal activity.

CPSY 212 - Forensic Psychology Professional Practice Seminar (3)

This course introduces the student to how forensic psychologists interface with the diverse treatment agencies in the civil/legal systems. Special topics include: treatment planning for recovery and relapse, emphasis on referrals and Health Literacy, group process, including inter-professional communication in integrative settings; and community identified best practices for treatment of substance abuse. Students will work in groups to present a research-based poster at the department poster session. Following the department poster session, one group will be selected to present at the Forensic Mental Health Association of California Annual Conference. The research-based posters will be on the topics of: efficacy of psychological assessments on forensic populations, community identified best counseling practices for forensic populations with co-occurring disorders, evidence based practices used in correctional institutions, and psychopharmacological drugs used in correctional settings.

CPSY 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.

CPSY 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.

CPSY 226 - Advanced Issues in Correctional and Community Counseling (3)

This course is designed to teach how to conduct professional counseling duties within the framework of institutional and community correctional systems. Special attention will be paid to identified issues including aggression, suicidality, prison, rape and SUD. The student will also gain familiarity with community identified best practices for diversion programs for treatment of substance abuse and related behaviors including those which spread

communicable diseases and foster criminal activity. Focus will be placed on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/organizational staff, assessing and negotiating issues of diversity, rank, and standing within and between organizations.

CPSY 230 - Human Diversity in Counseling (2)

This course explores various cultural and other diversity contexts and their implications for counseling within any diverse population. A broad spectrum of diversity issues will be covered. Personal therapist qualities that affect the counseling process in various settings will be identified and explored including therapists' countertransference. Emphasis will be on counseling principles associated with MFT, including effective approaches for working within family systems, the relationship between assessment, diagnosis, and treatment as it relates to human diversity and understanding co-dependency as it relates to any client.

CPSY 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.

CPSY 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.

CPSY 240B - Child Abuse Assessment and Treatment (1)

This course provides training in assessing, reporting, and treating child abuse, including neglect and incest.

CPSY 240C - DSM (1)

Teaches the use of the Diagnostic and Statistical Manual as a system for identifying and classifying psychopathology.

CPSY 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.

CPSY 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.

CPSY 245C - HIV/AIDS Assessment and Treatment (1)

This course examines the clinical, social, and ethical issues in counseling persons with HIV-related problems.

CPSY 245D - Domestic Violence Assessment and Treatment (1)

This course includes spousal or partner abuse assessment, detection and intervention strategies including knowledge of trauma, SUD, human diversity factors, same gender abuse dynamics and community resources. A strong emphasis will be placed on the relationship between SUD and domestic violence and students will explore various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns in the SUD family.

CPSY 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: socioeconomics 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."

CPSY 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.

CPSY 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.

CPSY 270 - 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.

CPSY 271 - 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, socioeconomics, 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.

CPSY 272 - 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.

CPSY 273 - 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.

CPSY 274 - 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.

CPSY 275 - 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. The course will review recovery-oriented care as it relates to spirituality.

CPSY 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.

CPSY 285 - 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, socioeconomics, 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.

CPSY 286 - Supervised Practicum and Case Seminar (3)

Two semesters,* 3 units each, small group supervision based on the student's field placement experience with their population of focus. Students will critically review and present forensic cases from their field placements, focusing on assessment, diagnosis, treatment planning, referrals with peer and faculty review and input. Topics addressed will be therapist qualities and countertransference issues, evidence based practices, human diversity, stress, co-occurring disorders, SUD, psychotropic self-medication, severe mental disorders, community resources, referrals and advocacy, disaster, trauma, interagency collaboration, and case management.

Prerequisite: CPSY 200, CPSY 206, CPSY 209A, and CPSY 209B.

CPSY 290 - 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, interagency collaboration, case management.

Prerequisite: CPSY 200, CPSY 205, CPSY 208, CPSY 210, CPSY 215 and CPSY 285.

CPSY 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.

CPSY 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.

CPSY 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.

CPSY 295 - 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.

Prerequisite: CPSY 290 X3.

CPSY 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.

CPSY 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.

CPSY 400 - Foundations of Counseling: Process and Skills (3)

Course introduces foundational counseling skills including appropriate use of self; empathy, reflective practice, attending and confronting with special attention to the impact of diversity on the counseling relationship. Course will introduce assessment, diagnosis, and treatment planning with emphasis on Rogerian and Motivational Interviewing approaches. A weight of the course will be on AOD, co-occurring disorders, suicidality, crisis management and legal and ethical considerations. Case management including collaboration with community

resources, psycho-education, referrals and advocacy will be introduced. Recovery oriented care and methods of service delivery will be discussed. A didactic experiential approach will be utilized, including group process. This course will include meeting with consumers of mental health services.

CPSY 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.

CPSY 406 - Forensic Psychology and the Law (3)

This course introduces research at the intersection of psychology and law including, interview methods, psychological assessment with a focus on competency to stand trial, SUD and the law. Students will learn about risk assessments, juvenile and family law, community education, human diversity, restorative justice and criminal responsibility, jury selection and decision-making processes, eyewitness testimony.

CPSY 407 - Psychology of Criminal Behavior (3)

This course focuses on evidence-based correctional psychology including relationship of trauma and SUD to crime, and methods of prevention, early intervention, and treatment. It is designed to introduce the student to complexities of developmental (juvenile) delinquency, adult crime including criminal homicide, sexual offenses, SUD and co-occurring disorders, human aggression, economic and public order crime. Course will cover biological, sociological, psychological theories of criminal behavior.

CPSY 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 socio-economic diversity issues as they impact SUD. This course will introduce the student to evidence based theories of substance abuse and dependence, methods and protocols for detoxification, relapse prevention, drug abuse prevention, and current best practices for treatment, including Motivational

Interviewing. This course will include meeting with consumers of mental health services.

CPSY 409A - Assessment, Diagnosis and Treatment of the Victim (3)

This course explores psychological effects of physical, sexual, institutional, and environmental victimization. Students will learn about assessment of secondary effects of trauma, including SUD and its treatment; screening techniques, referrals and continuum of care issues. Special focus on how a victim of a crime interfaces with the numerous participants in the legal system. The student will gain familiarity with the assessment, diagnosis, and treatment of victims, applying evidence based practices including Motivational Interviewing, Cognitive Behavioral Therapy, and Brief Therapy to special populations (e.g. victims of sexual assault, emotional and psychological victimization, domestic violence, hate crime victims, etc.).

CPSY 409B - Assessment, Diagnosis and Treatment of the Offender (3)

This course explores assessment, diagnosis, and treatment practices used with special classes of disordered offenders including co-occurring disordered, domestic violence perpetrators, sexual offenders, SUD and Severely Mentally Ill. Students will study the use of counseling techniques such as Cognitive Behavioral Therapy, Motivational Interviewing, and Brief Therapy as these apply to offenders in criminal court proceedings. Students will develop an understanding of offender case management through progression in the justice system and beyond.

CPSY 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.

CPSY 411 - Forensics: Psychometrics and Assessment (3)

This course will cover psychological measurement theory and techniques used in assessment and diagnosis with a special focus on SUD and co-occurring disorders, severely mentally disordered, cognitively impaired. Course objectives include: how to understand and evaluate the reliability, validity, and other pertinent properties of forensic psychological assessment tools with an emphasis on the relationship of diversity to assessment. Special attention will be paid to methods of assessment and diagnosis used with SUD offenders. Evaluate research on the effects of SUD on the body and behaviors including

those which spread communicable diseases and foster criminal activity.

CPSY 412 - Forensic Psychology Professional Practice Seminar (3)

This course introduces the student to how forensic psychologists interface with the diverse treatment agencies in the civil/legal systems. Special topics include: treatment planning for recovery and relapse, emphasis on referrals and Health Literacy, group process, including inter-professional communication in integrative settings; and community identified best practices for treatment of substance abuse. Students will work in groups to present a research-based poster at the department poster session. Following the department poster session, one group will be selected to present at the Forensic Mental Health Association of California Annual Conference. The research-based posters will be on the topics of: efficacy of psychological assessments on forensic populations, community identified best counseling practices for forensic populations with co-occurring disorders, evidence based practices used in correctional institutions, and psychopharmacological drugs used in correctional settings.

CPSY 426 - Advanced Issues in Correctional and Community Counseling (3)

This course is designed to teach how to conduct professional counseling duties within the framework of institutional and community correctional systems. Special attention will be paid to identified issues including aggression, suicidality, prison, rape and SUD. The student will also gain familiarity with community identified best practices for diversion programs for treatment of substance abuse and related behaviors including those which spread communicable diseases and foster criminal activity. Focus will be placed on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/organizational staff, assessing and negotiating issues of diversity, rank, and standing within and between organizations.

CPSY 430 - Human Diversity in Counseling (2)

This course explores various cultural and other diversity contexts and their implications for counseling within any diverse population. A broad spectrum of diversity issues will be covered. Personal therapist qualities that affect the counseling process in various settings will be identified and explored including therapists' countertransference. Emphasis will be on counseling principles associated with MFT, including effective approaches for working within family systems, the relationship between assessment, diagnosis, and treatment as it relates to human diversity

and understanding co-dependency as it relates to any client.

CPSY 445D - Domestic Violence Assessment and Treatment (1)

This course includes spousal or partner abuse assessment, detection and intervention strategies including knowledge of trauma, SUD, human diversity factors, same gender abuse dynamics and community resources. A strong emphasis will be placed on the relationship between SUD and domestic violence and students will explore various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns in the SUD family.

CPSY 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.

CPSY 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, socioeconomics, 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.

CPSY 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.

CPSY 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.

CPSY 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.

CPSY 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. The course will review recovery-oriented care as it relates to spirituality.

CPSY 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, socioeconomics, 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.

CPSY 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, interagency collaboration, case management.

Prerequisite: CPSY 200, CPSY 205, CPSY 208, CPSY 210, CPSY 215 and CPSY 285.

CPSY 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.

Prerequisite: CPSY 290 X3.

CRIM - CRIMINOLOGY COURSES

CRIM 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.

CRIM 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.

CRIM 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.

CRIM 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.

Crosslisted as: SOCI 163.

CRIM 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.

CRIM 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.

CRIM 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.

CRIM 198 - Research (1-3)

ECON - ECONOMICS COURSES

ECON 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.

ECON 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.

ECON 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.

Prerequisite: Placement into GE level mathematics or successful completion of MATH A at HNU.

EDTH - EDUCATIONAL THERAPY COURSES

EDTH 259 - Neuropsychological Principles in Education (3)

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

EDTH 261 - 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 students with special needs. There is a fieldwork requirement for this course.

EDTH 263 - 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 written language. Specific methods of instruction and the selection and development of materials that match the diagnosed needs of the individual are emphasized. There is a fieldwork requirement for this course.

EDTH 264 - 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).

EDTH 266 - 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, analyzing 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. A basic knowledge of

psychometrics related to standardized instruments is important.

Prerequisite: EDTH 264.

EDTH 268A - 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 personal professional development.

EDTH 268B - Business Practices for the Educational Therapist (1)

A continuation of EDTH 268A/ EDTH 468A, this course provides the necessary specifics in working in the field of educational therapy including: collection of data, billing practices, marketing strategies, and tax implications for independent contractors. Prototypes of marketing materials, intake forms, and contracts will be generated.

Prerequisite: EDTH 268A or may be taken concurrently in the same semester.

EDTH 269 - Math Strategies for Students with Mild/Moderate Disabilities (3)

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

EDTH 290 - Educational Research (3)

Students survey different methodologies, develop a research question, and decide the methodology best suited to their research question. ET students are encouraged to use a Case Study design. Proposals are approved by the EDTH 290 instructor. Students complete a masters' proposal and a briefer proposal for the HNU Institutional Review Board (IRB). The EDTH 290 Instructor (or the Program Director) submits the proposal to the Institutional Review Board (IRB) for final approval in order to begin data collection. If a student does not complete an IRB and approved proposal, s/he may not enroll in EDTH 298A.

Prerequisite: EDUC 210.

EDTH 296 - Internship in Educational Therapy (3)

Supervised internship for educational therapy candidates at Raskob Clinic, in a school setting, or working with a HNU undergraduate student. Candidates carry out assessment,

develop and implement instructional sequences, and participate in site-based programs. Prerequisite: completion of 12 units of study at HNU and the approval of the Director of Educational Therapy Program.

EDTH 298A - Thesis/Culminating Activity (3)

With the support of the Lead Thesis Advisor, students enhance their literature review, collect their data, and write their thesis. The student is responsible for convening the committee for the final 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.

Prerequisite: EDTH 290.

EDTH 459 - Neuropsychological Principles in Education (3)

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

EDTH 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 students with special needs. There is a fieldwork requirement for this course.

EDTH 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 written language. Specific methods of instruction and the selection and development of materials that match the diagnosed needs of the individual are emphasized. There is a fieldwork requirement for this course.

EDTH 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).

EDTH 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, analyzing 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. A basic knowledge of psychometrics related to standardized instruments is important.

Prerequisite: EDTH 464.

EDTH 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 personal professional development.

EDTH 468B - Business Practices for the Educational Therapist (1)

A continuation of EDTH 268A/ EDTH 468A, this course provides the necessary specifics in working in the field of educational therapy including: collection of data, billing practices, marketing strategies, and tax implications for independent contractors. Prototypes of marketing materials, intake forms, and contracts will be generated.

Prerequisite: EDTH 468A or may be taken concurrently in the same semester.

EDTH 469 - Math Strategies for Students with Mild/Moderate Disabilities (3)

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

EDTH 496 - Internship in Educational Therapy (3)

Supervised internship for educational therapy candidates at Raskob Clinic, in a school setting, or working with a HNU undergraduate student. Candidates carry out assessment, develop and implement instructional sequences, and participate in site-based programs. Prerequisite: completion of 12 units of study at HNU and the approval of the Director of Educational Therapy Program.

EDUC - EDUCATION COURSES

EDUC 100 - Social Foundations in Education (2)

The general goal of this course is to develop an understanding of the relationship between school and society. In order to do this, participants will utilize sociological, economic, political, and historical perspectives. Throughout the course, the following issues

are discussed: the history of urban schools; the relationship between wealth and test scores; tracking; social foundations of early childhood education; developing a theoretical perspective on school, the impact of immigration on California students; political and cultural factors affecting second language acquisition, and the influence of hip hop culture on schooling. In addition, the instructor will use a variety of instructional strategies including seminars, games, technology and varied discussion formats to illuminate the subject and provide models for use by prospective teachers. Field experience is required.

EDUC 101 - Educational Psychology (2)

The purpose of this course is to prepare professional educators to work successfully with ALL children by translating various theories and research findings into appropriate and effective practices in urban settings. This course presents theory and research on: 1) Motivation and Management; 2) Learning; 3) Child and Adolescent Development; 4) Students with Unique Needs; 5) Student Diversity; 6) Assessment, and 7) Teacher as Practitioner/Researcher. Field experience is required.

EDUC 102A - Educating Students with Special Needs (1)

This course presents an introduction to theories, issues, strategies, and materials as well as the legal requirements for educating exceptional children, including mainstreaming and inclusion into the general education program at the elementary and secondary levels. Topics addressed in the course include: PL 94- 142, section 504, IDEA and updates, overview of handicapping conditions, the role of the teacher, parent, support personnel, and administrator in the development of appropriate educational placements for exceptional children, gifted and talented populations, curriculum modification and adaptation, and learning styles. A field observation of a student or students in mainstreamed instructional settings is strongly encouraged. This course requires 45 hours of field experience.

EDUC 102B - Multicultural Education (2)

This course is designed to introduce students to cultural sensitivity and racial awareness through analysis and reflection of their own culture and the cultures reflected by national and state demographic data. Reading and evaluation will focus on major concepts, such as the sociocultural and institutional forces, and the historical and political factors that influence and affect behavioral patterns, perceptions, values, cultural identity, equality and academic performance. The knowledge and skills acquired seek to enable new teachers to facilitate and plan lessons that draw upon their student's personal and cultural strengths. Themes and principles of mutual respect, cross

cultural competence and appreciation of differences of culture, gender, identity, religion, socioeconomic status, ethnicity, language, and categories of disability will be emphasized.

EDUC 103 - Theories and Methods for Second Language Acquisition (2)

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.

EDUC 151 - Math for Elementary School Teachers (3)

EDUC 200 - Social Foundations in Education (3)

The general goal of this course is to develop an understanding of the relationship between school and society. In order to do this, participants will utilize sociological, economic, political, and historical perspectives. Throughout the course, the following issues are discussed: the history of urban schools; the relationship between wealth and test scores; tracking; social foundations of early childhood education; developing a theoretical perspective on school, the impact of immigration on California students; political and cultural factors affecting second language acquisition, and the influence of hip hop culture on schooling. In addition, the instructor will use a variety of instructional strategies including seminars, games, technology and varied discussion formats to illuminate the subject and provide models for use by prospective teachers. Field experience is required.

EDUC 201 - Educational Psychology (3)

The purpose of this course is to prepare professional educators to work successfully with ALL children by translating various theories and research findings into appropriate and effective practices in urban settings. This course presents theory and research on: 1) Motivation and Management; 2) Learning; 3) Child and Adolescent Development; 4) Students with Unique Needs; 5) Student Diversity; 6) Assessment, and 7) Teacher as Practitioner/Researcher. Field experience is required.

EDUC 202B - Multicultural Education (3)

This course is designed to introduce students to cultural sensitivity and racial awareness through analysis and reflection of their own culture and the cultures reflected by national and state demographic data. Reading and evaluation will focus on major concepts, such as the sociocultural and institutional forces, and the historical and political factors that influence and affect behavioral patterns, perceptions, values, cultural identity, equality and academic performance. The knowledge and skills acquired

seek to enable new teachers to facilitate and plan lessons that draw upon their student's personal and cultural strengths. Themes and principles of mutual respect, cross cultural competence and appreciation of differences of culture, gender, identity, religion, socioeconomic status, ethnicity, language, and categories of disability will be emphasized.

EDUC 203 - Theories and Methods for Second Language Acquisition (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.

EDUC 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.

EDUC 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. 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 6th edition writing style, and a preview of the research resources available through the university library.

EDUC 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.

EDUC 261 - 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.

EDUC 263 - 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.

EDUC 264 - 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).

EDUC 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.

EDUC 267 - 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.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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: EDUC 205.

EDUC 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: EDUC 205 and EDUC 290.

EDUC 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.

Prerequisite: Approval of Master's Coordinator is required.

EDUC 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.

Prerequisite: This course may be repeated for credit and enrollment must be recommended by a faculty member program adviser and approved by Master's Coordinator.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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 (45) hours of on-site observations and participation are required.

Crosslisted as: EDUC 320M.

EDUC 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.

EDUC 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.

Prerequisite: Passage of CSET or the completion of a waived major, successful completion of EDUC 320A, EDUC 100 or EDUC 101, EDUC 102A or EDUC 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.

EDUC 320I - Internship Teaching (8)

Supervision of candidates employed as teachers at the secondary school level. Seminar includes reflection on domains of teaching identified in California Teaching Performance Expectations.

Prerequisite: Passage of CSET and the recommendation of the Single Subject Coordinator. Coursework must be completed with a grade of B or higher.

EDUC 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 (45) hours of on-site observations and participation are required.

Crosslisted as: EDUC 320A.

EDUC 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. Field experiences required.

EDUC 328 - PACT 1 (1)

This course introduces students to the structure and requirements of the Teaching Event for the Performance Assessment for California Teachers. The Plan, Instruct, Assess, Reflect cycle is explained. Students are also introduced to the technology they will need in order to complete the PACT: video-recording, transferring the video clip to a computer, creating a 15 minute clip using one or two segments from recorded work and preparing the DVD or submission to the scorer. Multiple and Single Subject candidates attend separate sections of this course.

EDUC 329 - PACT 2 (1)

This one unit course is designed to prepare candidates as they work on the completion of the Teaching Event (TE), one component of the Elementary Literacy Performance Assessment for California Teachers that is required by the California Teaching Commission for all credential candidates. The Teaching Event consist of a learning segment in which candidates plan, teach, assess and reflect on a 3 to 5 lesson sequence during their fulltime student

teaching or intern teaching placements. (For details of the teaching event requirement, see www.pactpa.org.) Multiple and Single Subject candidates attend separate sections of this course.

EDUC 330A - Teaching in the Elementary School (3)

In this course, credential candidates focus on the development of teaching skills related to planning, instruction, assessment, and reflection on instruction. Candidates complete 15 hours of observation in a variety of educational settings and an additional 30 hours in active participation in one classroom. Candidates keep a Theory/Practice log throughout the class, integrating readings and class discussions with observations and participation in the field.

Crosslisted as: EDUC 330M.

EDUC 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.

EDUC 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.

Prerequisite: Passage of CSET, EDUC 330A, EDUC 334; EDUC 331, EDUC 332 or EDUC 333; EDUC 100 or EDUC 101; EDUC 102A or EDUC 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.

EDUC 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.

Prerequisite: Passage of CBEST and CSET and the recommendation of the Multiple Subject Coordinator.

EDUC 330M - Teaching in the Elementary School for Special Education Teachers (2)

In this course, credential candidates focus on the development of teaching skills related to planning, instruction, assessment, and reflection on instruction. Candidates complete 15 hours of observation in a variety of educational settings and an additional 30 hours in active participation in one classroom. Candidates keep a Theory/Practice log throughout the class, integrating readings and class discussions with observations and participation in the field.

Crosslisted as: EDUC 330A.

EDUC 331 - Curriculum and Instruction in the Elementary Schools: Mathematics (2)

An examination of the California State Frameworks, curricula, instructional materials, and teaching strategies in mathematics. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A.

EDUC 332 - Curriculum and Instruction in the Elementary School: Social Studies (2)

An examination of the California State Frameworks, curricula, instructional materials, and teaching strategies in social studies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A and EDUC 334.

EDUC 333 - Curriculum and Instruction in the Elementary School: Science (2)

An examination of the California State Frameworks, curricula, instructional materials, and teaching strategies in science. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: EDUC 330A.

EDUC 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. Fieldwork is required. Recommended: EDUC 330A.

EDUC 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: EDUC 320A.

EDUC 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.

EDUC 340 - Introduction to Internship Teaching (1-2)

The modules designed for this course for intern teachers only include: communications skills in reading, classroom management, developmentally-appropriate pedagogy and teaching practices; discipline-specific pedagogy, and teaching English learners. Candidates complete a minimum of 120 clock hours required for the internship credential. The approval of the Department Chair or Program Coordinator required.

EDUC 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: EDUC 330A, EDUC 330M.

EDUC 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 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, EDUC 330M.

EDUC 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: EDUC 320A, EDUC 330M.

EDUC 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.

EDUC 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.

Prerequisite: 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.

EDUC 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.

Prerequisite: 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.

EDUC 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.

EDUC 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.

ENGL - ENGLISH COURSES

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

ENGL 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. Must be completed with a grade of C- or better.

ENGL 1B - Critical Reading and Writing II (3)

Reinforces the rhetorical strategies learned in ENGL 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.

Prerequisite: ENGL 1A. Must be completed with a grade of C- or better.

ENGL 14 - Issues in Academic Writing (1)

An intensive course running concurrent to ENGL 1A and ENGL 1B, ENGL 14 strengthens writing focusing on mechanics and conventions of academic writing.

ENGL 16 - 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.

ENGL 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.

ENGL 20 - 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.

Prerequisite: ENGL 1A.

ENGL 21 - 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.

Prerequisite: ENGL 1A.

ENGL 22(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 1A, ENGL 1B.

ENGL 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 1A, ENGL 1B.

ENGL 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."

Prerequisite: ENGL 1A, ENGL 1B. Crosslisted as: COMM 108(W).

ENGL 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 1A, ENGL 1B and either ENGL 21, ENGL 121 or ENGL 22(W), ENGL 122(W).

ENGL 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."

Prerequisite: ENGL 1A and ENGL 1B. Crosslisted as: LING 147.

ENGL 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.

Prerequisite: ENGL 1A.

ENGL 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.

Prerequisite: ENGL 1A.

ENGL 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 1A, ENGL 1B.

ENGL 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.

Prerequisite: ENGL 1A.

ENGL 130(W) - 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.

Prerequisite: ENGL 1A.

ENGL 131(W) - 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.

Prerequisite: ENGL 1A.

ENGL 133(W) - American Literature: Self Images (3)

An examination of the ways Americans at different times and from different cultural backgrounds have envisioned themselves.

Prerequisite: ENGL 1A.

ENGL 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: ENGL 1A, ENGL 1B or consent of instructor.

ENGL 146(W) - Major British Writers before 1800 (3)

In this survey class, 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. Writers may include Chaucer, Shakespeare, Spenser, Donne, Milton, and Defoe.

Prerequisite: ENGL 1A.

ENGL 147(W) - Major British Writers after 1800 (3)

This course covers the "long nineteenth century" (1789-1914) and beyond studying key works by Romantic Victorian and Modern writers in English literature which represent the cultural conceptions and aesthetic preferences of their periods. The course also explores issues of race class and gender as well as scientific theory and social reform in relation to literature.

Prerequisite: ENGL 1A.

ENGL 148 - Selected Topics in British Literature (3)

The course explores topics in British or Anglophone Literature; its focus may be major themes, social and historical context, or authors. May be repeated with different topic.

Prerequisite: ENGL 1A.

ENGL 151 - Children's Literature (3)

From fairy tales to old favorites to modern classics to an in-depth study of Young Adult fiction, 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. Students see how the shifting, culturally-constructed notion of childhood" contributes to the genre."

Prerequisite: ENGL 1A, ENGL 1B or consent of instructor.

ENGL 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 1A, ENGL 1B.

ENGL 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.

Prerequisite: ENGL 1A. Crosslisted as: SPST 175, FREN 175.

ENGL 195(W) - Senior Seminar in English (3)

This seminar is a capstone course in which seniors produce an original research project. The course addresses research

methods, critical thinking, literary theory, critical approaches, literary analysis, and the writing process.

Prerequisite: ENGL 1A; major or minor with 21 units in English.

ENGL 201 - Workshop in Creative Writing (3)

May be repeated for credit as ENGL 201A, ENGL 201B, ENGL 201C, etc. Topics range from Narrative" and "Verse" to "Drama" and "Creative Nonfiction."

ENGL 202 - Workshop in Professional Writing (3)

May be repeated for credit as ENGL 202A, ENGL 202B, ENGL 202C, etc. Topics range from Feature Writing" and "Editorial Writing" to "Grant Writing" and "Technical Writing."

ENGL 203 - Seminar in Composition Studies (3)

Various topics such as ENGL 203A: The History of Composition Studies; ENGL 203B: Teaching College Composition; ENGL 203C: Creative Writing Pedagogy. May be repeated.

ENGL 203A - Seminar in Composition Studies (3)

The History of Composition Studies.

ENGL 203B - Seminar in Composition Studies (3)

Teaching College Composition.

ENGL 203C - Seminar in Composition Studies (3)

Creative Writing Pedagogy.

ENGL 214 - 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.

ENGL 220 - 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.

ENGL 221 - 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.

ENGL 222 - 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.

ENGL 233 - American Literature: Self Images (3)

An examination of the ways Americans at different times and from different cultural backgrounds have envisioned themselves.

ENGL 240 - Critical Theory: Close Encounters with Literature (3)

An introduction to literary theory for graduate students in English, combining various critical approaches with practice in the analysis of selected literary texts.

ENGL 248 - Selected Topics in British Literature (3)

The course explores topics in British or Anglophone Literature; its focus may be major themes, social and historical context, or authors. May be repeated with different topic.

ENGL 251 - Children's Literature (3)

From fairy tales to old favorites to modern classics to an in-depth study of Young Adult fiction, 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. Students see how the shifting, culturally-constructed notion of childhood" contributes to the genre."

ENGL 275 - 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.

ENGL 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.

ESLG - ENGLISH AS A SECOND LANGUAGE COURSES

ESLG 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.

ESLG 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.

ESLG 16 - Intensive Writing (1-3, Credit/No Credit)

A writing tutorial for students beyond the level of ESLG 5/ESLG 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.

ESLG 17 - Academic Skills (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.

ESLG 18 - Intensive Writing (1-3, Credit/No Credit)

A writing tutorial for students beyond the level of ESLG 5/ESLG 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.

ESLG 19 - Academic Skills (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.

ESLG 23 - Techniques of Communicative Interaction (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.

ESLG 24A - Critical Reading and Writing for Non-Native Speakers of English (3)

Objectives are the same as those for ENGL 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 with ESLG 24B.

ESLG 24B - Critical Reading and Writing for Non-Native Speakers of English (3)

Objectives are the same as those for ENGL 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 with ESLG 24A.

ESLG 25 - Techniques of Communicative Interaction (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.

FREN - FRENCH COURSES

FREN 1 - Elementary French I (3)

Introduction to the basic language skills of understanding, speaking, reading and writing with emphasis on oral proficiency.

FREN 2 - Elementary French II (3)

Continuation of FREN 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.

FREN 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 of instructor.

FREN 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.

FREN 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.

HIST - HISTORY COURSES

HIST 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.

Crosslisted as: PSCI 6.

HIST 17A - United States History: Survey (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.

HIST 17B - United States History: Survey (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.

HIST 102(W) - Historiography (3)

Exploration of historical topics using primary sources and the presentation of a major piece of historical research.

Prerequisite: ENGL 1B.

HIST 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.

HIST 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.

HIST 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.

Crosslisted as: SOCI 160.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

Crosslisted as: SOCI 172.

HIST 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.

Crosslisted as: SOCI 174.

HIST 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.

Crosslisted as: SOCI 177.

HIST 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.

Crosslisted as: RLST 178 and SOCI 148.

HIST 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.

Crosslisted as: SOCI 179.

HIST 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.

HIST 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: HIST 17A and HIST 17B or equivalent. ENGL 1B.

**HIST 196 - Internships (1-3, Credit/No Credit)
IPJS - INTERCULTURAL PEACE AND JUSTICE STUDIES COURSES**

IPJS 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.

Crosslisted as: IPJS 101.

IPJS 101 - 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.

Crosslisted as: IPJS 1.

IPJS 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.

ISAC - INTEGRATIVE STUDIES ACROSS CULTURES COURSES

ISAC 1 - 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.

ISAC 2 - 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.

ISAC 3 - 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.

ISAC 4 - 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.

ISAC 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.

ISAC 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.

ISAC 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.

ISAC 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.

ISAC 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.

LALS - LATIN AMERICAN AND LATINO A STUDIES COURSES

LALS 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.

Prerequisite: ENGL 1B. Crosslisted as: ENGL 107(W).

LALS 115 - Latin American Art and Music Experience (3)

The class looks at areas of creative expression in the 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 American 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.

LALS 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.

LALS 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.

LALS 128A - Literature of Latin America (3)

Narrative: the novel and/or the short story

LALS 128B - Literature of Latin America (3)

Latin American Poetry of Resistance

LALS 128C - Literature of Latin America (3)

Latin American Thought

LALS 128D - Literature of Latin America (3)

New Latin American Cinema.

LALS 171 - Painting Murals (3)

In this class students work together to design and paint a mural. Students study color theory and the technical process, and they take field trips and meet with local artists, as they learn about the history of Oakland murals and the tradition of this medium. As their culminating project HNU students create a mural at a high school in the Oakland community, in collaboration with students from the school.

Crosslisted as: ARTS 171.

LALS 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 Latin American literature.

Crosslisted as: ENGL 175.

LALS 177 - History and Culture of Oaxaca (3)

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.

LALS 178 - History and Culture of El Salvador (3)

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.

Corequisite: LALS 181.

LALS 180 - Immersion Study Trip to Oaxaca (1, Credit/No Credit)

Students must be concurrently enrolled in LALS 177. Additional fees are required for courses including travel. Please consult with professor.

Corequisite: LALS 177.

LALS 181 - Immersion Study Trip to El Salvador (1, Credit/No Credit)

Students must be concurrently enrolled in LALS 178. Additional fees are required for courses including travel. Please consult with professor.

Corequisite: LALS 178.

LBST - LIBERAL STUDIES COURSES

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

LBST 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.

LBST 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.

LBST 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.

LING - LINGUISTICS COURSES

LING 145 - Fundamentals of Language (3)

An introduction to the study of language: its acquisition, nature, development, structure, variation, change, and relation to society.

Prerequisite: ENGL 1A and ENGL 1B.

LING 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."

Prerequisite: ENGL 1A and ENGL 1B. Crosslisted as: ENGL 116.

LING 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.

Prerequisite: ENGL 1A and ENGL 1B.

LING 245 - 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.

LING 247 - 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."

LING 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.

LING 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.

MATH - MATHEMATICS COURSES

Math Remediation

MATH 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.

MATH 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 at HNU (with a C- or above). Students who need to repeat MATH C must do so the following semester.

MATH 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.

MATH 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.

MATH 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.

MATH 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, applications of derivatives, applications to science and economics.

Prerequisite: Placement in Math 11 or successful completion of MATH 1.

MATH 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.

MATH 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.

MATH 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.

MATH 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.

MATH 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.

MATH 123 - College Geometry (3)

Modern elementary geometry; transformations, including isometries, 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.

MATH 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.

MUSC - MUSIC COURSES

MUSC 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.

MUSC 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: MUSC 1A or consent of instructor.

MUSC 12A - 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.

MUSC 12B - 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.

MUSC 13A - 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.

MUSC 13B - 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.

MUSC 16 - 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. Repeatable course.

MUSC 17 - Private Lessons - Second Instrument (1)
Repeatable course.

MUSC 20A - Piano Class (1)
Group keyboard instruction: beginning to intermediate levels. Repeatable course.

MUSC 20B - Piano Class (1)
Group keyboard instruction: beginning to intermediate levels. Repeatable course.

MUSC 21 - Functional Piano (1)
Group keyboard instruction for music majors who do not meet the piano proficiency requirements. Repeatable course.

MUSC 22A - Voice Class (1)
Group vocal instruction: beginning to intermediate levels. Repeatable course.

MUSC 22B - Voice Class (1)
Group vocal instruction: beginning to intermediate levels. Repeatable course.

MUSC 60 - HNU Chorus (1)
Rehearsal and performance of choral literature. Open to majors, non-majors, and members of the community. Repeatable course.

MUSC 61 - HNU Chamber Singers (1)
Study and performance of choral chamber literature. Open by audition to majors, non-majors, and members of the community. Repeatable course.

MUSC 62 - 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. Repeatable course.

MUSC 63 - HNU Orchestra (1)
Performance of works from the standard orchestra repertoire. Open by audition to majors, non-majors, and members of the community. Repeatable course.

MUSC 64 - Piano Ensemble (1)
Study and performance of keyboard works for piano ensemble. Open by audition to majors, non-majors, and members of the community. Repeatable course.

MUSC 65 - Accompanying (1)
Qualified pianists are assigned to studio and ensemble accompanying for approximately three hours per week. Repeatable course.

MUSC 67 - 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. Repeatable course.

MUSC 71A - Perspectives in Music (3)
General music courses for non-majors and majors. Introduction to Music: An introduction to classical music and music history through live and recorded performances. Repeatable course.

MUSC 71B - Perspectives in Music (3)
General music courses for non-majors and majors. 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. Repeatable course.

MUSC 71C - Perspectives in Music (3)

General music courses for non-majors and majors. Special Topics: includes Music in World Cultures and All About Jazz. Repeatable course.

MUSC 101A - Selected Topics in Theory (2)

Composition: Emphasis on the smaller forms; free composition from representative periods and media. Consent of instructor required.

MUSC 101B - Selected Topics in Theory (3)

Eighteenth century counterpoint. Studies in two-, three- and four-part counterpoint. Consent of instructor required.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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.

MUSC 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. Repeatable course.

MUSC 117 - Private Lessons - Second Instrument (1)
Repeatable course.

MUSC 120A - Piano Class (1)

Group keyboard instruction: beginning to intermediate levels. Repeatable course.

MUSC 120B - Piano Class (1)

Group keyboard instruction: beginning to intermediate levels. Repeatable course.

MUSC 121 - Functional Piano (1)

Group keyboard instruction for music majors who do not meet the piano proficiency requirements. Repeatable course.

MUSC 122A - Voice Class (1)

Group vocal instruction: beginning to intermediate levels. Repeatable course.

MUSC 122B - Voice Class (1)

Group vocal instruction: beginning to intermediate levels. Repeatable course.

MUSC 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. Repeatable course.

MUSC 132A - Lyric Diction (1)

Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. Italian and French.

Prerequisite: A knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

MUSC 132B - Lyric Diction (1)

Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill

and critique of individual performance. German and English.

Prerequisite: A knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

MUSC 133 - Literature of the Voice (3)

A survey of the principal literature for solo voice.

MUSC 134A - Keyboard Literature (2)

Study of the principal literature of the piano from the Baroque to Schubert.

Prerequisite: MUSC 13A/ MUSC 13B.

MUSC 134B - Keyboard Literature (2)

Study of the principal literature from the Romantic Era through the present.

Prerequisite: MUSC 13A/ MUSC 13B.

MUSC 135 - Literature of the Major Instrument (3)

A survey of the principal literature for instruments other than piano.

MUSC 146 - Children's Vocal Pedagogy (1)

Study of children's vocal development; introduction to children's choral repertoire.

MUSC 151 - Piano Pedagogy (3)

Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

MUSC 152 - Instrumental Pedagogy (3)

Principles, procedures, methods and materials with observation and participation.

MUSC 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.

MUSC 160 - HNU Chorus (1)

Rehearsal and performance of choral literature. Open to majors, non-majors, and members of the community. Repeatable course.

MUSC 161 - HNU Chamber Singers (1)

Study and performance of choral chamber literature. Open by audition to majors, non-majors, and members of the community. Repeatable course

MUSC 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. Repeatable course.

MUSC 163 - HNU Orchestra (1)

Performance of works from the standard orchestra repertoire. Open by audition to majors, non-majors, and members of the community. Repeatable course.

MUSC 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. Repeatable course.

MUSC 165 - Accompanying (1)

Qualified pianists are assigned to studio and ensemble accompanying for approximately three hours per week. Repeatable course.

MUSC 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. Repeatable course.

MUSC 171A - Perspectives in Music (3)

General music courses for non-majors and majors. Introduction to Music: An introduction to classical music and music history through live and recorded performances. Repeatable course.

MUSC 171B - Perspectives in Music (3)

General music courses for non-majors and majors. 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. Repeatable course.

MUSC 171C - Perspectives in Music (3)

General music courses for non-majors and majors. Special Topics: includes Music in World Cultures and All About Jazz. Repeatable course.

MUSC 180 - Instrumental Conducting (2)

Basic principles of conducting; includes score reading. Consent of instructor required.

MUSC 181A - Choral Conducting (2)

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. Repeatable course.

Prerequisite: MUSC 105A(W)/ MUSC 105B(W) or consent of instructor.

MUSC 181B - Choral Conducting (2)

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. Repeatable course.

MUSC 190A - Recital (1, credit/no credit grade)

A public performance given with the approval of the instructor and the music faculty jury. Junior Recital.

MUSC 190B - Recital (1, letter grade)

A public performance given with the approval of the instructor and the music faculty jury. Senior Recital.

MUSC 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.

MUSC 210A - Kodály Pedagogy (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.

MUSC 210B - Kodály Pedagogy (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.

MUSC 210C - Kodály Pedagogy (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.

MUSC 211A - Solfège and Musicianship (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.

MUSC 211B - Solfège and Musicianship (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.

MUSC 211C - Solfège and Musicianship (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.

MUSC 214A - Folk Music (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.

MUSC 214B - Folk Music (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.

MUSC 214C - Folk Music (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.

MUSC 215A - Choral Conducting (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.

MUSC 215B - Choral Conducting (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.

MUSC 215C - Choral Conducting (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.

MUSC 216 - 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.

Repeatable course.

MUSC 218 - Choir (1)

Visiting Hungarian professor leads daily choral rehearsals for the entire summer institute. Repeatable course.

Offered: during summer institute.

MUSC 224 - Opera Workshop (1)

Study and performance of scenes from the standard opera repertoire. Audition required for acceptance. Repeatable for credit.

MUSC 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. Repeatable course.

MUSC 231 - Seminar in Music Literature (2)

Studies of composers or musical forms and styles in a particular period. Topics vary. Repeatable for credit.

MUSC 232A - Lyric Diction (1)

Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. Italian and French.

Prerequisite: Knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

MUSC 232B - Lyric Diction (1)

Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. German and English.

Prerequisite: Knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

MUSC 233 - Literature of the Voice (3)

A survey of the principal literature for solo voice.

MUSC 234A - Keyboard Literature (2)

A study of the principal literature of the piano from the Baroque to Schubert.

MUSC 234B - Keyboard Literature (2)

A study of the principal literature of the piano from the Romantic Era to the present.

MUSC 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. Repeatable course.

MUSC 243A - Folk Music (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.

MUSC 243B - Folk Music (2)

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.

MUSC 244A - Solfège & Musicianship (3)

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.

MUSC 244B - Solfège & Musicianship (3)

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.

MUSC 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.

MUSC 247A - Kodály Pedagogy (2)

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.

MUSC 247B - Kodály Pedagogy (2)

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.

MUSC 251 - Piano Pedagogy (3)

Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

MUSC 252 - Advanced Piano Pedagogy (3)

Application of technical and musical fundamentals to intermediate and advanced levels of teaching.

MUSC 254 - 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.

MUSC 255 - 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/ MUSC 254.

MUSC 261 - HNU Chamber Singers (1)

Study and performance of choral chamber literature. Open by audition to graduates, undergraduates, and members of the community. Repeatable course.

MUSC 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. Repeatable course.

MUSC 263 - HNU Orchestra (1)

Performance of works from the standard orchestra repertoire. Open by audition to members of the community. Repeatable course.

MUSC 264 - Advanced Piano Ensemble (1)

Study and performance of keyboard works for piano ensemble. Repeatable course.

MUSC 265 - Advanced Accompanying (1)

Qualified pianists may be assigned to studio and ensemble accompanying for three hours per week. Repeatable course.

MUSC 267 - Advanced Baroque Ensemble (1)

Performance of instrumental and vocal works from the 18th century. Open by audition to members of the community. Repeatable course.

MUSC 281A - Choral Conducting (2)

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. Repeatable course.

MUSC 281B - Choral Conducting (2)

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. Repeatable course.

MUSC 290A - Recital (1)

Graduate recital will be given with the approval of the instructor and music faculty jury.

MUSC 291A - Master's Project/Presentation of Private Students (1)

Project designed with guidance from faculty advisor and evaluated by a committee. Oral Defense required.

MUSC 291B - Master's Project/Presentation of Private Students (1)

Project designed with guidance from faculty advisor and evaluated by a committee. Oral Defense required.

MUSC 296A - Practicum (3)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. 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.

MUSC 296B - Practicum (3)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. 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.

MUSC 296C - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Piano Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 296D - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Piano Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 296E - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Vocal Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 296F - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Vocal Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 410A - Kodály Pedagogy (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.

MUSC 410B - Kodály Pedagogy (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.

MUSC 410C - Kodály Pedagogy (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.

MUSC 411A - Solfège and Musicianship (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.

MUSC 411B - Solfège and Musicianship (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.

MUSC 411C - Solfège and Musicianship (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.

MUSC 414A - Folk Music (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.

MUSC 414B - Folk Music (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.

MUSC 414C - Folk Music (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.

MUSC 415A - Choral Conducting (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.

MUSC 415B - Choral Conducting (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.

MUSC 415C - Choral Conducting (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.

MUSC 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.

Repeatable course.

MUSC 418 - Choir (1)

Visiting Hungarian professor leads daily choral rehearsals for the entire summer institute. Repeatable course.

Offered: during summer institute.

MUSC 443A - Folk Music (2)

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.

MUSC 443B - Folk Music (2)

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.

MUSC 444A - Solfège & Musicianship (2)

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.

MUSC 444B - Solfège & Musicianship (2 for Piano and Vocal Pedagogy degrees)

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.

MUSC 447A - Kodály Pedagogy (2)

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.

MUSC 447B - Kodály Pedagogy (2)

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.

MUSC 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.

MUSC 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/ MUSC 254.

MUSC 481A - Choral Conducting (2)

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. Repeatable course.

MUSC 481B - Choral Conducting (2)

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. Repeatable course.

MUSC 496A - Practicum (3)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. 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.

MUSC 496B - Practicum (3)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. 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.

MUSC 496C - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Piano Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 496D - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Piano Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 496E - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Vocal Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

MUSC 496F - Practicum (2)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Vocal Pedagogy. Group or individual lessons taught by pedagogy students under supervision.

NURS-NURSING-PROGRAM-COURSES

NURS 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.

NURS 1A - Transitioning to Nursing (1)

Pre-nursing students taking this course will be introduced to the roles and responsibilities of the Registered Nurse. Students will 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 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.

NURS 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.

Corequisite: NURS 9.

NURS 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.

Corequisite: NURS 10L.

NURS 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.

Corequisite: NURS 10.

NURS 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.

Corequisite: NURS 11L.

NURS 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.

Corequisite: NURS 11.

NURS 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.

NURS 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.

Prerequisite: Completion of a statistics course or concurrent enrollment. Crosslisted as: NURS 141.

NURS 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.

NURS 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.

Corequisite: NURS 120L.

NURS 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.

Corequisite: NURS 120.

NURS 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.

Corequisite: NURS 130L.

NURS 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.

Corequisite: NURS 130.

NURS 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.

NURS 131L - Physical Assessment (Child and Adult) Lab (1, Pass/Fail)

NURS 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.

NURS 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.

Corequisite: NURS 140L.

NURS 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.

Corequisite: NURS 140.

NURS 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.

NURS 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.

Prerequisite: A course in epidemiology (NURS 180 or its equivalent); ENGL 1B. Corequisite: NURS 142L.

NURS 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).

Corequisite: NURS 142(W).

NURS 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.

Corequisite: NURS 151L.

NURS 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.

Corequisite: NURS 151.

NURS 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.

NURS 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 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.

NURS 172 - Informatics (3)

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.

NURS 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.

NURS 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.

Prerequisite: NURS 131, NURS 132, NURS 141, NURS 151, NURS 151L, NURS 153; ENGL 1B.

NURS 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.

NURS 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.

NURS 214 - 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.

NURS 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.

NURS 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.

NURS 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.

NURS 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.

NURS 220 - 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.

NURS 223 - 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.

NURS 224 - 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.

Prerequisite: NURS 220.

NURS 225 - 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.

Prerequisite: NURS 220.

NURS 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 advance practice nurses. This includes the integration of effective and appropriate interventions to enhance quality patient-centered care throughout the healthcare continuum.

NURS 234A - Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (4, 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.

Prerequisite: NURS 220, NURS 223, NURS 224.
Corequisite: NURS 225.

NURS 234B - Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (4, 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.

NURS 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.

NURS 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.

NURS 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 technology system and evaluate the impact of health care technology.

NURS 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

NURS 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.

NURS 240 - 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. Corequisite: NURS 240L.

NURS 240L - Advanced Health Assessment Lab (1, Pass/Fail)

This course is the practice component of NURS 240 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.

Corequisite: NURS 240.

NURS 241 - 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: NURS 240/ NURS 240L. Corequisite: NURS 251A is required.

NURS 242 - 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/ NURS 441. Corequisite: NURS 251B/ NURS 451B.

NURS 243 - 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.

NURS 244 - 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.

NURS 251A - 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.

NURS 251B - 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.

Prerequisite: NURS 251A plus NURS 242 completed or concurrent.

NURS 252 - 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.

Prerequisite: NURS 251A, NURS 251B.

NURS 253 - 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.

Prerequisite: NURS 252.

NURS 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.

NURS 261 - 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.

NURS 262 - 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.

NURS 263 - 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.

Prerequisite: NURS 261 and NURS 262.

NURS 264 - 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.

Prerequisite: NURS 261 and NURS 262.

NURS 265A - 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.

Prerequisite: NURS 240, NURS 240L, NURS 261, NURS 262, NURS 263, and NURS 264.

NURS 265B - 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.

Prerequisite: NURS 240, NURS 240L, NURS 261, NURS 262, NURS 263, NURS 264, and NURS 265A.

NURS 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.

NURS 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.

NURS 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.

Prerequisite: NURS 266 Care Transition Management.

NURS 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.

Prerequisite: Approval by the Chair of the Department is required.

NURS 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.

NURS 415 - 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.

NURS 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.

NURS 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.

NURS 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.

Prerequisite: NURS 220.

NURS 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.

Prerequisite: NURS 220.

NURS 434A - Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (4, 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.

Prerequisite: NURS 220, NURS 223, NURS 224.
Corequisite: NURS 225.

NURS 434B - Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (4, 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.

NURS 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. Corequisite: NURS 440L.

NURS 440L - Advanced Health Assessment Lab (1, Pass/Fail)

This course is the practice component of NURS 240 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.

Corequisite: NURS 440.

NURS 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: NURS 240/ NURS 240L. Corequisite: NURS 251A is required.

NURS 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/ NURS 441. Corequisite: NURS 251B/ NURS 451B.

NURS 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 regimens, 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.

NURS 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.

NURS 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.

NURS 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.

Prerequisite: NURS 251A plus NURS 242 completed or concurrent.

NURS 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.

Prerequisite: NURS 251A, NURS 251B.

NURS 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.

Prerequisite: NURS 252.

NURS 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.

NURS 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.

NURS 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.

Prerequisite: NURS 261 and NURS 262.

NURS 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.

Prerequisite: NURS 261 and NURS 262.

NURS 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.

Prerequisite: NURS 240, NURS 240L, NURS 261, NURS 262, NURS 263, and NURS 264.

NURS 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.

Prerequisite: NURS 240, NURS 240L, NURS 261, NURS 262, NURS 263, NURS 264, and NURS 265A.

NUTR - NUTRITION COURSES

NUTR 1 - Human Nutrition and Metabolism (3)

This course is a scientific study of human nutrition with concepts from biology, chemistry, biochemistry, anatomy

and physiology which describe the nutrients and their functions in the body.

Prerequisite: BIOL 1A and CHEM 7.

PHED - PHYSICAL EDUCATION COURSES

PHED 10 - Weight Training and Fitness (1)

Course may be taken only once.

PHED 12 - Basketball (1)

PHED 14 - Volleyball (1)

PHED 15 - Swimming (1)

PHED 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.

PHED 19 - Aerobics/Conditioning (1)

PHED 25 - Dance Exercise (1)

PHED 45 - Self Defense (1)

PHED 62 - Intercollegiate Basketball (1)

PHED 64 - Intercollegiate Volleyball (1)

PHED 68 - Intercollegiate Cross Country (1)

PHED 70 - Intercollegiate Golf (1)

PHED 72 - Intercollegiate Soccer (1)

PHED 74 - Intercollegiate Softball (1)

PHED 75 - Intercollegiate Tennis (1)

PHED 76 - Intercollegiate Baseball (1)

PHED 97 - Special Topics (1)

PHED 110 - Physical Education for Teachers (1)

PHED 111 - Sport Theory (3)

Study of skill techniques, skill analysis and the development of appropriate practice progression in team sports.

PHIL - PHILOSOPHY COURSES

PHIL 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.

PHIL 20(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.

PHIL 40(W) - The Human Person (3)

This course will introduce 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.

PHIL 100A - Tutorial: The Great Philosophers (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Plato and Aristotle

PHIL 100B - Tutorial: The Great Philosophers (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Augustine, Thomas Aquinas, Descartes

PHIL 100C - Tutorial: The Great Philosophers (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Hume, Leibniz, Kant

PHIL 100D - Tutorial: The Great Philosophers (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Hegel, Kierkegaard, Sartre

PHIL 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.

PHIL 122 - Religion, Philosophy, and Human Rights (3)

This course introduces students to the major religious perspectives providing the historical roots of contemporary discussions of human rights and social ethics.

Crosslisted as: RLST 122.

PHIL 140(W) - The Human Person (3)

This course will introduce 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.

PHIL 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.

PHIL 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.

PHIL 164 - Philosophy Through Film (3)

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.

PHIL 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.

Crosslisted as: ARTS 177.

PHIL 180A(W) - Tutorial: Problems in Systematic Philosophy (3)

The contemporary encounter with the traditional central themes of various "schools" of philosophy. Theories of Knowledge.

Prerequisite: ENGL 1B.

PHIL 180B(W) - Tutorial: Problems in Systematic Philosophy (3)

The contemporary encounter with the traditional central themes of "various schools" of philosophy. Metaphysics.

Prerequisite: ENGL 1B.

PHIL 180C(W) - Tutorial: Problems in Systematic Philosophy (3)

The contemporary encounter with the traditional central themes of various "schools" of philosophy. Ethics and Metaethics.

Prerequisite: ENGL 1B.

PHIL 180D(W) - Tutorial: Problems in Systematic Philosophy (3)

The contemporary encounter with the traditional central themes of various "schools" of philosophy. Cosmology.

Prerequisite: ENGL 1B.

PHSC - PHYSICAL SCIENCE COURSES

PHSC 15 - Fundamentals of Physical Science (3)

An introduction to the basic concepts of physics, chemistry, and other physical sciences. Topics include

motion, forces, energy, heat, atomic theory, periodic table, physical and chemical properties of matter, chemical reactions, selections from nuclear reactions, the universe, stellar evolution, the structure of Earth, and other subjects in physical science.

Prerequisite: Placement into GE level mathematics or successful completion of MATH A at HNU.

PHSC 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.

Prerequisite: MATH 7, and PHSC 15 or PHYS 7 with a grade of C- or better.

PHSC 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: MATH 7, and PHSC 15 or PHYS 7 with a grade of C- or better.

PHSC 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.

Prerequisite: MATH 7, and PHSC 15 or PHYS 7 with a grade of C- or better.

PHYS - PHYSICS COURSES

PHYS 7 - Mechanics (3)

Introduction to mechanics without the use of calculus: concepts of mechanics, including linear and angular motion, forces, torques, rotation, energy and power.

Prerequisite: Placement into GE level mathematics or successful completion of MATH A at HNU.

PHYS 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.

PHYS 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.

PSCI - POLITICAL SCIENCE COURSES

PSCI 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.

PSCI 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.

Crosslisted as: HIST 6.

PSCI 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.

Prerequisite: ENGL 1B. Crosslisted as: SOCI 166(W).

PSCI 114 - Comparative Revolutions (3)

A study of revolutionary theories and their application to historical examples, including Iran, China, Russia, Cuba, and South Africa.

PSCI 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.

PSCI 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.

Crosslisted as: SOCI 169.

PSCI 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.

PSYC - PSYCHOLOGY COURSES

PSYC 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.

PSYC 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.

Prerequisite: PSYC 1, Psychology major, Freshman standing, and Instructor Permission.

PSYC 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.

PSYC 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.

PSYC 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 grades of C- or better; ENGL 1B.

PSYC 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. Crosslisted as: SOCI 108(W).

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

Crosslisted as: SOCI 140.

PSYC 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.

PSYC 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.

Crosslisted as: SOCI 147.

PSYC 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. Crosslisted as: BSAD 148(W).

PSYC 160 - Psychology of Personality (3)

Application of the scientific method to an understanding of normal personality-its description, development, and evaluation. Methods of personality assessment, including interview techniques, case studies, and psychological testing are also introduced.

PSYC 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.

PSYC 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.

PSYC 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. Crosslisted as: SOCI 168.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 198 - Research (1-3)

RLST - RELIGIOUS STUDIES COURSES

RLST 10 - 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.

RLST 15 - 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.

RLST 45 - 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.

RLST 60 - 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.

RLST 75A - 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.

RLST 75B - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Christianity and Judaism.

RLST 75C - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on East Asian Religions.

RLST 75D - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Islam.

RLST 75E - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Indigenous Traditions.

RLST 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.

RLST 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.

RLST 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.

RLST 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.

RLST 131A - Themes in Spirituality (3)

An introductory survey of crucial topics in the study of Christian spirituality: A) Exploring Spirituality.

RLST 131B - Themes in Spirituality (3)

An introductory survey of crucial topics in the study of Christian spirituality: B) Women's Spirituality.

RLST 131C - Themes in Spirituality (3)

An introductory survey of crucial topics in the study of Christian spirituality: C) Prayer and Action.

RLST 131D - Themes in Spirituality (3)

An introductory survey of crucial topics in the study of Christian spirituality: D) Biblical Spirituality.

RLST 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.

RLST 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.

RLST 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.

RLST 161 - Catholicism: Spirituality and Beliefs (3)

A survey of selected topics in the Catholic spiritual and theological traditions.

RLST 165 - Themes in Contemporary Theology (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?

RLST 165A - Themes in Contemporary Theology (3)

An exploration of selected areas of contemporary theology; Sacraments/Worship.

RLST 165B - Themes in Contemporary Theology (3)

An exploration of selected areas of contemporary theology; Jesus and His followers.

RLST 165C - Themes in Contemporary Theology (3)

An exploration of selected areas of contemporary theology; Who or What is God?

RLST 175A - 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.

RLST 175B - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Christianity and Judaism.

RLST 175C - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on East Asian Religions.

RLST 175D - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Islam.

RLST 175E - World Wisdom Traditions (3)

This course explores one of the major religious and philosophical traditions of the world. This course focuses on Indigenous Traditions.

RLST 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.

Prerequisite: Twenty hours of service in the local Latino community are required. LALS 177 should be taken in the same academic year.

RLST 178 - Global Liberation Theology (3)

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.

Prerequisite: Twenty hours of service in the local Latino community required.

RLST 180 - Immersion Study Trip to Oaxaca (1, Credit/No Credit)

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

Corequisite: RLST 177 or LALS 177.

RLST 181 - Immersion Study Trip to El Salvador (1, Credit/No Credit)

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

Corequisite: RLST 178 or LALS 178.

RLST 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.

SOCI - SOCIOLOGY COURSES

SOCI 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.

SOCI 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.

Crosslisted as: ANTH 5.

SOCI 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.

SOCI 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. Crosslisted as: PSYC 108(W).

SOCI 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.

SOCI 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.

Crosslisted as: PSYC 140.

SOCI 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.

Crosslisted as: PSYC 147.

SOCI 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.

SOCI 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.

Crosslisted as: HIST 126.

SOCI 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.

SOCI 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.

Crosslisted as: CRIM 163.

SOCI 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.

SOCI 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.

Prerequisite: ENGL 1B. Crosslisted as: PSCI 102(W).

SOCI 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 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. Crosslisted as: PSYC 169.

SOCI 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.

Crosslisted as: PSCI 169.

SOCI 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.

Crosslisted as: HIST 172.

SOCI 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.

Crosslisted as: HIST 174.

SOCI 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.

Crosslisted as: HIST 177.

SOCI 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

Crosslisted as: HIST 178 and RLST 148.

SOCI 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.

Crosslisted as: HIST 179.

SOCI 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.

SOCI 198 - Advanced Research Methodology (3)

A tutorial designed to afford opportunities to senior students for acquiring greater expertise in the skills of research.

SPIR - SPIRITUALITY COURSES

SPIR 203 - Environmental Awareness and Global Responsibility - Crisis and Moral Responsibility (3)

An exploration of the environmental crisis which threatens the Earth's biospheres and the global human community, students examine the challenges of a deteriorating foundation and economic collapse. The course surveys the consequences of increasing environmental degradation and the moral and ethical choices facing the human community. The focus is on thinking globally and acting collectively with effective public policies to abate and manage devastating consequences.

SPIR 205 - Science and Evolution: The New Universe Story - Cosmic and Biological Evolution, Role of the Human, New Physics (3)

An exploration of contemporary cosmology, students study cosmic and biological evolution to get a big-picture perspective on the history of the universe and the unique role of human beings in the developing story of cosmogenesis and the web of life on planet Earth. The paradigm shift from Newtonian physics (the mechanized universe and scientific materialism) to Einstein's luminous, expanding space-time and contemporary understandings of

the physical universe as an uninterrupted flow of evolving energy that exhibits a numinous character.

SPIR 207 - Eco-Spirituality - The Sacred Character of Creation (3)

This course explores the role that religions, theology, and patterns of spiritual practice have played in contributing to the present crisis, examines them critically, and investigates ancient and contemporary understandings that transcend persistent dualisms and celebrate the sacred character of creation. Students study eco-theology and eco-spirituality, the seminal thought of Pierre Teilhard de Chardin and Thomas Berry and unity of matter and spirit in creation-centered mysticisms.

SPIR 208 - Sustainable Ethics and Social Justice - Impact of Ecological Devastation on the Most Vulnerable (3)

The deterioration of Earth's biospheres and climate change have affected the poorest and most vulnerable human populations disproportionately. The global environmental crisis threatens these populations with loss of livelihood, access to clean air and water, agricultural devastation, and health emergencies. Many populations have become permanent refugees, fleeing uninhabitable homelands. This course surveys the problems facing the poorest people of the planet and explores the moral responsibility to manage this crisis in such ways that respect human dignity and social justice.

SPIR 209 - Contemplative Practice and Mysticism - Beyond Dualistic Consciousness to Communion and Unitive Awareness (3)

Students study mysticism, East and West, exploring mystical practices in the world religions, ancient and current. They learn about contemplative practice and transformative prayer patterns that blend active and passive opening to communion with the divine. Students examine religion and spirituality, not merely as believing and belonging systems and competing and destructive ideologies, but fundamentally grounded in and facilitating the direct experience of God. Contemplative practice and mystical experience is transformative—from ego identity to participation in divine life and courageous life patterns of compassion, justice, and peace.

SPIR 216 - Communication Skills for Change Agents (3)

Creating and delivering a consistent and persuasive message and building trusting relationships within organizations and among networks are necessary skills for advocacy and effecting social change. Students learn

interpersonal communication, effective speaking, presentation strategies, mediation and conflict resolution.

SPIR 217 - The Politics of Managing Environmental Change (3)

Environmental policy is shaped and legislated, litigated and enforced in a complex and unpredictable public process that involves developing broad constituencies and coalition building. Students learn the ways of both private and public sector power brokers and best practices in successful campaign strategies.

SPIR 218 - Effective Patterns in Environmental Activism (3)

This course explores the practical how-to's of environmental activism. Students study the recent history of environmental advocacy, explore a taxonomy of international, national, regional, and local environmental organizations, and learn the patterns utilized by activists to effect change.

SPIR 219 - Art, Spirituality & Creative Expression (3)

Art and spirituality have been interconnected from the foundations of homo sapiens, as creative expressions of mystical communion with the nature and the divine. In this course, students explore these interconnections historically and in the present, in theory and in practice—and find their own capacities for creative expression.

SPIR 296 - Contextual Practicum (3)

The Contextual Practicum is the experience during the student's degree completion that directly engages professional practice in the context of culture and spirituality studies. It consists of approximately 150 hours (10-12 hours/week) of onsite experience for the duration of the semester. Students engage in reflection with a site supervisor as well as periodic peer reflection seminars either online or on campus. In this reflection seminar, students review learning contracts, prepare and reflect on issues and episodes at their site and exercise peer evaluations.

SPIR 297 - Special Topics (3)

Occasionally a special course/intensive will be offered.

SPIR 298 - Integration Project (1)

The final requirement for a Master's in Culture and Spirituality is an Integration Project designed to bring together the various components of the Sophia program, including the core courses, electives, and the Contextual Practicum. Students should enroll in this course in their final semester of coursework. Students will prepare an Integration Project proposal (guidelines available from the Sophia office), complete the Integration Project registration and submit for the Director's approval. Typically the timeline includes submission of the project

outline, initial draft and the completed paper which is approximately 25 pages.

SPIR 403 - Environmental Awareness and Global Responsibility - Crisis and Moral Responsibility (3)

An exploration of the environmental crisis which threatens the Earth's biospheres and the global human community, students examine the challenges of a deteriorating foundation and economic collapse. The course surveys the consequences of increasing environmental degradation and the moral and ethical choices facing the human community. The focus is on thinking globally and acting collectively with effective public policies to abate and manage devastating consequences.

SPIR 405 - Science and Evolution: The New Universe Story - Cosmic and Biological Evolution, Role of the Human, New Physics (3)

An exploration of contemporary cosmology, students study cosmic and biological evolution to get a big-picture perspective on the history of the universe and the unique role of human beings in the developing story of cosmogenesis and the web of life on planet Earth. The paradigm shift from Newtonian physics (the mechanized universe and scientific materialism) to Einstein's luminous, expanding space-time and contemporary understandings of the physical universe as an uninterrupted flow of evolving energy that exhibits a numinous character.

SPIR 407 - Eco-Spirituality - The Sacred Character of Creation (3)

This course explores the role that religions, theology, and patterns of spiritual practice have played in contributing to the present crisis, examines them critically, and investigates ancient and contemporary understandings that transcend persistent dualisms and celebrate the sacred character of creation. Students study eco-theology and eco-spirituality, the seminal thought of Pierre Teilhard de Chardin and Thomas Berry and unity of matter and spirit in creation-centered mysticisms.

SPIR 408 - Sustainable Ethics and Social Justice - Impact of Ecological Devastation on the Most Vulnerable (3)

The deterioration of Earth's biospheres and climate change have affected the poorest and most vulnerable human populations disproportionately. The global environmental crisis threatens these populations with loss of livelihood, access to clean air and water, agricultural devastation, and health emergencies. Many populations have become permanent refugees, fleeing uninhabitable homelands. This course surveys the problems facing the poorest people of the planet and explores the moral responsibility to manage

this crisis in such ways that respect human dignity and social justice.

SPIR 409 - Contemplative Practice and Mysticism - Beyond Dualistic Consciousness to Communion and Unitive Awareness (3)

Students study mysticism, East and West, exploring mystical practices in the world religions, ancient and current. They learn about contemplative practice and transformative prayer patterns that blend active and passive opening to communion with the divine. Students examine religion and spirituality, not merely as believing and belonging systems and competing and destructive ideologies, but fundamentally grounded in and facilitating the direct experience of God. Contemplative practice and mystical experience is transformative-from ego identity to participation in divine life and courageous life patterns of compassion, justice, and peace.

SPIR 419 - Art, Spirituality & Creative Expression (3)

Art and spirituality have been interconnected from the foundations of homo sapiens, as creative expressions of mystical communion with the nature and the divine. In this course, students explore these interconnections historically and in the present, in theory and in practice-and find their own capacities for creative expression.

SPIR 497 - Special Topics (3)

Occasionally a special course/intensive will be offered.

SPST - SPANISH STUDIES COURSES

SPST 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.

SPST 2 - Beginning Spanish II (3-4)

Continuation of SPST 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.

SPST 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.

SPST 4 - Intermediate Spanish II (3-4)

Continuation of SPST 3, with increased emphasis on oral and written language production and class and community participation.

Prerequisite: SPST 3.

SPST 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, SPST 5, AP 5 or departmental assessment; ENGL 1B.

SPST 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, SPST 5, AP 5 or departmental assessment.

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 45,000 e-journals, 125,000 ebooks, and 4,000 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 loan 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 classroom with 20 dual boot iMacs and an instructor station with projection system. In addition, there are public PCs and iMacs available to students in the library, and iPads and laptops available for checkout.

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 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

1. 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 fifty percent or more of the content is delivered through distance education modes. Currently, HNU does not offer any fully online programs.
2. 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.

3. All HNU courses will adhere to current HNU policies and bylaws, and to all WSCUC requirements.
4. Definitions
 - a. 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.
 - b. 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.).
 - c. 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

In accordance with the mission of our institution of providing students with a full holistic education, 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. Study Abroad enhances the students' learning journey through college and university. Learning abroad is experiential living in another culture, its traditions and customs. It gives the student an opportunity to interact with an ample range of people. At the same time, students develop skills in how to use time and money, strengthening their survival skills while being away from home. Study Abroad complements the academic learning and teaches lessons that cannot be learned in the classroom.

Study Trip Immersion Experiences to Latin America.

Students who are part of this program come back with an initial understanding of the social reality of Latin America

and they become more aware of the historical and cultural contrast with their lives here in the United States.

The program is a package of three components:

1. A course during the fall that introduces students to the history and culture of the place they will visit.
2. The actual study trip that lasts between 8 to 10 days.
3. A course that reflects on the trip and also covers the spirituality and religion of the place we visited. During the spring semester, students also share their experience with the Holy Names University community through a public presentation.

The whole program is a Community Based Learning experience where students give 15 hours to a community program during each semester. (See LALS 177/RSTL 177, RSTL 178, RSTL 180, and RSTL 181 for more information.)

Holy Names University participates in a cooperative agreement with Central College of Pella, Iowa. Through this program students may study in France, Ghana, 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 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 AND DAY SCHOOL

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. After assessment, the student may choose to collaborate with the Coordinator of Disabled Student Services (DSS) in order to request accommodations or academic adjustments.

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 youth orchestras, chamber music, piano ensemble classes, and violin and cello group classes.

The program 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 philosophy 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 program-wide events that are unique to the program: an annual Pops Concert, a concerto

competition, Solo & Ensemble Festival, Friday Evening and Sunday Afternoon 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 through co-curricular and experiential learning 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.

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.

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 housing deposit as well as proof of immunizations.

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.

Online job and internship search engines and more information about the annual Career Fair and other services can be found online: <https://www.hnu.edu/student-life/career-center>

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.

DISABILITY SUPPORT SERVICES

In Accordance with the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, Holy Names University is committed to ensuring equal access to university programs and services for students with disabilities by facilitating reasonable accommodations that are determined on a case-by-case basis. Students with disabilities may request accommodations or academic adjustments at any time and should do so by contacting the coordinator of Disability Support Services (DSS).

In order to request accommodations, students must contact DSS, self-disclose to the Coordinator and submit documentation that supports the adjustments requested. When documentation is not immediately available, provisional accommodations will be considered and

extended until eligibility has been determined. Documentation, including medical records and case notes are kept confidential and separate from a student's academic records in accordance with FERPA and are not released without written permission to release.

Accommodations are facilitated by the DSS Coordinator in collaboration with the student and HNU faculty and staff. Changes in accommodation needs can be requested at any time and students should meet with the DSS Coordinator regularly to review individual accommodations' efficacy and usefulness.

Students with disabilities have the right to request accommodations and academic adjustments at any time in accordance with federal, state and local law.

In addition to individualized accommodations, DSS provides referrals to community organizations, disability-specific support networks and assistive technology tools. For information about requesting accommodations and receiving disability-specific at HNU contact the Coordinator 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:

- 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 Student Affairs. Lost and found items may also be recovered in either Campus Safety or Student Affairs.

J. M. Long Lounge is located near the Student Success Center, 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)	\$ 35,166
per semester	\$ 17,583
less than 12 units or more than 18 units (per unit)	\$ 1,206
Adult Program Undergraduates (per unit)	\$ 676
Graduate and Credential Students (per unit)	\$ 936
LVN (per unit)	\$ 704
ADN/RN to BSN (per unit)	\$ 676
MSN (all tracks, per unit)	\$ 984

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) (attend classes at Oakland campus)	\$ 500
Campus Fee (summer) (classes at Oakland campus)	\$ 52
Access Fee (annual) (Nursing students who attend via video conference)	\$ 104
ID Card replacement	\$ 30
Application Fee, paper (adult undergraduate students)	\$ 50
Application Fee, paper (graduate students)	\$ 65
Application Fee, paper (semester undergraduate students)	\$ 20
Applicant Fee for FNP students only	\$ 250
Credit by examination, per unit	\$ 185
Degree Certification Letter (each copy after initial letter)	\$ 5
Graduation Fee	\$ 200
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 (non- refundable)	\$ 20
LVN-BSN Nursing Program Testing Fees, Estimate	\$ 400
LVN-BSN ATI module, Estimate	\$ 300
Nursing Program Lab Fee (semester)	\$ 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
(non-HNU students or employee - per hour)	\$ 50

Testing:

Advanced Composition Competency	\$ 35
Employment Testing (HNU and others)—per test	\$ 5
Myers-Briggs	\$ 5

Official Transcript

Online Request	\$ 5
Offline Request	\$ 10
Travel, lodging, and meals for travel-study courses	\$ TBD

Room and Board Rates

Room	Per Year	Per Semester
Double	\$ 6,290	\$ 3,145
Double as Single	\$ 8,978	\$ 4,489
Single	\$ 6,436	\$ 3,218
Single w/ bath	\$ 8,978	\$ 4,489
Mini Single	\$ 6,376	\$ 3,188
Extended Suite	\$ 5,966	\$ 2,983

Board Plans

19 meals per week	\$ 5,782	\$ 2,891
14 meals per week	\$ 5,580	\$ 2,970
10 meals per week	\$ 5,386	\$ 2,693

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, interest charges, finance charges, 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

Philosophy and Promise

Holy Names University's financial aid philosophy is to provide federal, state, and institutional funding to make obtaining a college degree as affordable as possible. We aim to help students learn and grow academically and personally through affordable access and financial learning experiences. Our financial aid promise is to provide easily accessible official aid information as soon as possible, and to provide estimations or easily accessed tools to estimate aid when we can't. Official and guaranteed aid information will be provided when we have the necessary information, but we provide our **net price calculator** on our website and we will meet with you personally any time to counsel you in your enrollment decisions and for four-year **college** financial planning.

Holy Names University is committed to your success, and we put money behind our commitment. In fact, almost 100% of our traditional students receive financial aid from us that recognizes their unique talents and potential for success – it's what we call the HNU Experience.

FINANCIAL AID/SCHOLARSHIPS

Financial need is the difference between the cost of attending a particular university or college and the total amount a student and their family can be expected to provide for educational expenses. Educational expenses include tuition, fees, books, transportation, and personal and living expenses.

Financial assistance in the form of loans, grants, scholarships and work-study employment is available to qualified students who show demonstrated need on the FAFSA.

The Office of Student Financial Assistance evaluates each applicant's particular financial situation and identifies a financial aid package that will meet the need to the extent that available funds allow. Holy Names University strives to meet the demonstrated financial need of each qualified student with a program of work, loans, grants and scholarships to the extent possible.

Eligibility

To be eligible for aid at Holy Names University, a student must meet the following criteria:

1. Be enrolled at least half time (minimum of 6 credits/term) as a regular student; some campus-based

aid may be available for less than half time under special conditions.

2. Be officially admitted as a degree-seeking student in an eligible program.
3. Be in one of the following categories: a.) U.S. citizen or national; b.) a "permanent resident" of the U.S.; c.) in the United States for other than a temporary purpose, with the intention of becoming a citizen or permanent resident, and provides evidence from the Immigration and Naturalization Service to that effect; or d.) a permanent resident of Palau or a citizen of the Marshall Islands in post-secondary education in the U.S. on Oct. 20, 1986, or a citizen of the Federated States of Micronesia in post-secondary education in the U.S. on Nov. 2, 1986 (eligible for Pell, SEOG, and FWS only).
4. Be in need of financial assistance, as determined by the Free Application for Federal Student Aid.
5. Have maintained satisfactory progress in the course of study pursued, according to the standards and practices of the U.S. Department of Education and the university's Office of Student Financial Assistance.
6. Not owe a return of Title IV funds or repayment on a Federal Pell Grant, Federal SEOG or Washington state Need Grant received to meet the cost of attending that institution or any prior institution.
7. Not be in default on any Federal Perkins Loan, Federal Stafford Loan, Federal Direct Loan, SLS loan, PLUS Loan, any other loan through the Federal Family Education Loan Program, or other federal or state loan received to meet the cost of attending Holy Names University or any prior institution.
8. Have a high school diploma or GED, or have achieved junior standing (received an A.A degree).

Determining Need

Two factors affect a student's eligibility for financial aid: 1.) the cost of attendance and 2.) the expected contribution from income and assets of the student and his or her family. The formula is as follows: Cost minus family contribution equals need. The need determines the amount of financial aid awarded.

The cost of attendance depends upon several factors, such as marital status, whether the student has children to support, and whether the student is dependent on his or her parents. For a dependent student, the expected family contribution would include the parents' contribution and the student's contribution. Single students under 24 years of age are considered dependent unless they meet certain

criteria involving veteran status, having dependents of their own, etc. For the independent student, the resources usually include only the student's contribution and the spouse's. See Federal Student Financial Aid's publication titled "The Student Guide" or the Free Application for Federal Student Aid (FAFSA) for details.

The family's contribution is officially calculated from the FAFSA, which requires up to six weeks for processing and may be submitted by mail or online. This analysis determines the family's expected contribution.

Once the need has been determined by subtracting family contributions from the cost of attendance, a combination of loans, grants, scholarships and/or employment is packaged to meet the need. The composition of the package will depend upon the need level, eligibility requirements for the various programs, meeting of deadlines for various programs, availability of funds and student choice.

Application Process

To be considered for maximum funding for each academic year, the admission application and the FAFSA should be submitted as early as possible after January 1. It is also important that you complete the FAFSA with accurate information, so ideally, you should do your taxes before you file the FAFSA. There is no hard deadline to file the FAFSA, but you will receive your financial aid award within 5 days of filing the form. Only 5 days!

To apply for financial aid, all applicants must submit the following forms:

1. Application for admission. Students must be officially admitted before financial aid will be awarded.
2. Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.ed.gov or by mail.

Purpose: Analysis of financial need.

Fee: None. Sent directly by students to the address on the form, or apply on the Web.

3. Verification worksheet and other required documents. Students selected for verification will be asked to provide additional documents as needed. Call the

Financial Aid Office at (510) 436-1327 for additional information.

FINANCIAL AID PROGRAMS

Grants

1. Federal Pell Grant

Amount: Up to \$5,775 yearly (2015-2016), as set by the federal government

Qualifications: Demonstration of financial need; undergraduate

Source: Federal government

Applicable: To any college costs, awarded on basis of cost of college

Form: FAFSA, available online at www.fafsa.ed.gov or in high school counseling office, college admissions and financial aid offices, and public libraries

2. Federal Supplemental Educational Opportunity Grant (FSEOG)

Amount: \$100 to up to \$1,000 yearly; average award at Holy Names University is \$500

Qualifications: Demonstration of financial need; undergraduate

Source: Federal government

Applicable: To any college costs

Form: FAFSA, available as above

3. California State Grant (Cal Grant)

Amount: To be set by the California state Legislature; available in limited numbers

Qualifications: Demonstration of financial need and GPA; California state resident; at least half time undergraduate student

Source: State of California

Applicable: Books, transportation, childcare expenses, or room and board; or tuition

Form: FAFSA, available as above

4. Teacher Education Assistance for College and Higher Education (Teach Grant) program Provides up to \$3,708 per year in grants to credential and master of education graduate students who commit to **1.)** teach full-time, **2.)** in high need subject areas, **3.)** for a least four years AND **4.)** at schools that serve students from low-income families. If the commitment is not fulfilled, the grant is permanently converted to a loan to be repaid by the recipient. The loan is an unsubsidized Direct

Federal Stafford Loan with interest calculated from the time of the grant disbursement.

5. Veterans Benefits

The University's V.A. certification officer assists veterans, their dependents, and service personnel in obtaining educational benefits from the Veterans Administration.

Loans

1. The William D. Ford Subsidized Federal Direct Loan

Amount: Up to \$3,500 first-year undergraduate, \$4,500 second-year undergraduate, and \$5,500 third- and fourth-year undergraduate.

Interest: Federal Government subsidizes cost by paying interest on loan for borrower during enrollment period; interest becomes the borrower's responsibility six months after leaving school. Interest rate set by the federal government each year for loans borrowed that academic year.

Deferment: For at least half-time student status, unemployment, or economic hardship; see Financial Aid Office for complete list

Forms: FAFSA, Master Promissory Note, and Loan Counseling Administrator: Department of Education

Note: The loans are long-term with low interest rates; repayment on the long-term loans begins six months after the student graduates, leaves school or drops below half-time status, with 10 years to repay.

2. The William D. Ford Unsubsidized Federal Direct Loan

Amount: Up to \$6,000 annual loan limit first and second years; \$7,000 for third, fourth and fifth years; graduate student limit is \$20,500 for the year

Deferment: Enrollment in half-time or more credits, unemployment, or economic hardship; see Financial Aid Office for complete list

Administrator: Department of Education

Forms: FAFSA, Master Promissory Note, and Loan Counseling

Repayment: Interest is not subsidized by the federal government; however, repayment is not required to begin on the date the loan is disbursed.

Interest does begin to accrue on the day of delivery:

Interest rate set by the federal government.

Note: Long-term loans available for students who do not qualify for subsidized Stafford Loans or who elect to receive an additional loan; not available to dependent students except under unusual circumstances.

3. Parent Loan for Undergraduate Students (PLUS)

Unsubsidized loan taken by a parent for a dependent student. Terms and conditions are similar to those for unsubsidized Stafford, but the parent takes out the loan

(not the student). Limited up to the student's budget less other awarded aid.

Interest rate: 6.84% for 2015-2016 award year

4. Grad PLUS Loans

Available to qualifying graduate students. This loan is not based on financial need, so Grad PLUS borrowers can apply for a loan amount up to the full cost of education, less other aid received. However, Holy Names University requires that you apply for financial aid before you apply for a Grad PLUS loan. A credit check is required for a Grad PLUS loan.

Amount: up to the cost of attendance

Interest rate: 6.84% for 2015-2016 award year

5. Emergency Short-Term Loans

\$150 maximum for personal expenses. Funded through donations to the Holy Names University Student Emergency Loan Fund.

Employment

1. Federal Work-Study Program. Available only to students with demonstrated financial need. The federal government allocates an amount to the University for each academic year.
2. Off-campus employment through Federal Work-Study (FWS) Program or University Employment (UE) Program are available. Students may be placed in off-campus employment with qualified employers. Funding for both programs is limited. Student applies through the FAFSA and the Student Financial Assistance Office. Jobs are posted online at HNU's CareerBeam.

Scholarships

Holy Names University awards a number of scholarships each year from university funds. Awards are generally made based on some combination of need plus academic merit and/or leadership qualities.

In addition, the university makes available information on scholarships from organizations outside of the institution. Contact your Student Financial Assistance Counselor for assistance in researching and applying for other scholarships.

ANNUAL RE-APPLICATION

Financial Aid is awarded one academic year at a time. Re-application is needed each year. Complete the FAFSA and apply in the winter or early spring for fall classes. The new FAFSA is available January 1. An award letter will be

available when a FAFSA is completed, documents submitted, and registered for classes.

SAMPLE STUDENT BUDGET

The following sample budget may be used as a guide in estimating college expenses for the purposes of financial aid.

Holy Names University Undergraduate Student Budget 2015-2016

	Living on Campus	Living off campus (Independent or Dependent)
Tuition and Fees (24-36 credits)	\$35,616	\$35,616
Books and Supplies	\$1,764	\$1,764
Rent/Food/Utilities	\$11,870	\$11,970
Transportation	\$854	\$1,270
Personal Items	\$2,322	\$2,898
TOTAL (2015-2016)	\$52,426	\$53,518

Undergraduate Enrollment Status per Semester:

12-18 or more credits per semester = full-time undergraduate status

9-11 credits per semester = 3/4-time undergraduate status

6-8 credits per semester = half-time undergraduate status

5 or fewer credits = less than half-time status

Graduate Enrollment Status per Semester:

9 or more credits per semester = full-time graduate status

4.5 credits per semester = half-time graduate status

Additional Allowances:

Dependent care and/or childcare may be added. These are restricted to costs directly resulting from the student's attendance at college. Additional budget adjustments can be made with proper documentation or expenses.

RIGHT TO MAKE CHANGES

Holy Names University reserves the right to make changes in procedures, policies and charges related to its tuition and aid programs. Announcements concerning changes are made available in the Student Resource Center.

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.

Debora Corison Kilborn (2010)

Assistant Professor of Nursing. B.A., San Diego State University; M.S.N, C.N.S., Massachusetts General Hospital-Institute of Health Professions.

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 Latin American and Latino/a Studies and Director of Study Abroad. 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.

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., University of California, San Francisco.

Marion Marshall (2000)

Associate Professor of Education. B.A., University of California, Berkeley; M.S., California State University,

Hayward; Board Certified Educational Therapist; Fellow of the Association of Educational Therapy.

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)

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. Nwokocha (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 Patrinis, 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, Berkeley.

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.

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)

Associate 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.

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**Selin Apak**

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Toby Mickelson

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Joyce Mills

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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.

Paul Nagami

Adjunct Instructor in Chemistry, M.S., San Francisco State University.

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.

Augustine J. Ohwobete

Lecturer in Business. B.S., University of Benin, Nigeria; M.B.A., Federal University of Technology, Nigeria; Ph.D., Capella University.

Isabelle Ostreicher

Supervisor in Educational Therapy, M.A. University of Pacific, Board Certified Educational Therapist.

Jonice Owen

Lecturer in Biological Science. B.A., Western Illinois University; D.C., Life Chiropractic College.

Aimee Paulson

Instructor of Nursing. D.N.P, University of Minnesota; M.S.N., Metropolitan 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.

Lall B. Ramrattan

Lecturer in Business. M.A. & Ph.D., New School University.

Sophia Reinders

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Brass

Don Benham (trombone)

Cello

Katherine Baird

Classical Guitar

Paul Binkley

John Binkor

Harp

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William Ludtke

Piano

Roy Bogas

Hyunjoo Chung

Joy Tsai

Betty Woo

Viola

James Shallenberger

Violin

Dorothy Lee

James Shallenberger

Double Bass

Tim Spears

Voice

Eric Howe

Cheryl Keller

Lee Steward

Woodwinds:

Leonora Gillar-Sleeter (oboe, English horn)

Moira Little (oboe)

Tom Rose (clarinet)

Composition

Steven Hofer

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Jeanne Honore, M.M.

Daphanie Lin, M.M.

Moira Little

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Mei-Ling Tchii, M.M.

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Shauna Revelli

Rebecca Rogot

Celia Vollov

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Cello

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Rebecca Rogot

Oboe/Recorder

Moira Little

Flute

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Guitar

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Harp

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Voice

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