

2022-2023 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

MISSION STATEMENT

Holy Names University, founded by the Sisters of the Holy Names of Jesus and Mary, is rooted in Catholic intellectual and spiritual traditions. A rigorous and inclusive intellectual community, HNU is committed to continuous improvement and provides professional and liberal arts undergraduate and graduate degree programs. The University empowers a diverse student body to think critically and imaginatively, to understand and employ various modes of knowledge, to communicate clearly and persuasively, to pursue leadership opportunities, and to promote the common good.

VISION STATEMENT

Holy Names University strives to be a leader in innovative experiential learning committed to inclusivity and collaboration and dedicated to a more just and equitable world for everyone.

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, and the Core Program in Integrative Studies Across Cultures.

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

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

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

Location

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

Students have ready access to libraries, museums, theaters, concerts, neighboring campuses, sports arenas, and centers for recreation and social opportunities. Numbered among the artistic and intellectual organizations available to students are the San Francisco and Oakland Ballets, the San Francisco Symphony, the Oakland East Bay Symphony, the San Francisco Opera, the Oakland Museum, the De Young Museum of San Francisco, the Lawrence Hall of Science, the Berkeley Repertory Theater, and the Pacific Film Archive in Berkeley. Convenient day-

long or weekend trips may be made to Yosemite National Park, the Sierra Gold Country, Lake Tahoe, Monterey Bay and Carmel, and to the Napa Valley and Sonoma County wineries. Parks surrounding the campus offer numerous opportunities for hiking, horseback riding, or bicycling.

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

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

History

Pioneering Educators

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

On arrival, May 10, the weary but excited travelers were greeted with great warmth and provided with a snack which included strawberries and cream—an exotic treat at this time of year for the Sisters from Canada. Each 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.

1977 An interdisciplinary, team-taught program in Humanistic Studies (HMST) became the cornerstone of the undergraduate curriculum.

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.

1997 The Master of Science in Nursing (MSN) Program began offering classes.

1999 The HMST Program was renamed Integrative Studies Across Cultures (ISAC)

2004 The name of the institution was changed to Holy Names University.

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.

2016 The University was accepted for Full Membership in NCAA Division II.

2018 The remembrance of the 150th anniversary of the Sisters' arrival in California and the founding of the

University were celebrated.

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 STATEMENT*

I. STATEMENT 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*

DISCLAIMER

Because the catalog is compiled well in advance of the academic year it covers, changes in programs, policies, and the academic calendar may well occur. Holy Names University reserves the right to modify or change the curriculum, admission standards, course content, degree requirements, regulations, policies, procedures, tuition, and fees at any time without prior notice and effective immediately. Such changes or modifications will be posted in the online catalog, the source of the most current catalog information.

The information in this catalog is not to be regarded as creating an express or implied agreement between the student (or applicant) and the University, nor does its content limit the academic and administrative discretion of the school's University.

All catalog information is subject to change without notice or obligation.

Catalog Effective: August 24, 2022

ACADEMIC CALENDAR

Below are some important dates from the 2022-2023 Academic Calendar. These calendars are subject to change; please check this site periodically for updates.

2023-2024 Academic Calendar - dates subject to modification.

2022 - 2023 Academic Calendar

Fall Semester: August 24 – December 10, 2022

Registration Begins	April 11
Late Registration Begins	August 17
New Student Orientation	August 20-23
Fall Semester Begins	August 24
Deadline: Submit December 2022 Graduation Application	August 30
Campus Holiday: Labor Day	September 5
Deadline: Add Fall Semester Classes Deadline: Drop Fall Semester Classes with 100% Refund Withdrawals after this date receive a “W” grade on the transcript Deadline: File - Credit/No Credit Grading - Fall Semester	September 6
Deadline: Drop Fall Semester Classes with 50% Refund	September 13
MSN FNP Weekend	September 15-18
Fall Census Date	September 20
Convocation	September 21
Core Festival (Tentative)	October 3
Undergraduate Advising Begins - Spring 2023	October 10
Mid-Season Holiday (Traditional Undergraduates)	October 14
MSN FNP Weekend	October 20-23
Deadline: Withdraw from Fall Semester	November 7

ClassesDeadline: Change Credit/No Credit to Letter Grade - Fall Semester

Campus Holiday: Veterans’ Day	November 11
Registration Begins - Spring 2023	November 14
MSN FNP Weekend	November 17-20
Campus Holiday: Thanksgiving Break (Classes meet Mon-Wed except Fall Term 2 classes, which do not meet this week.)	November 24-27
Deadline: Submit May 2023 Graduation Application	December 1
Fall Semester Classes End	December 3
Study DayDeadline: File an Incomplete/Deferred Grade Petition - Fall Semester	December 5
Final Examinations - Fall Semester	December 6-10
Degree Date	December 10
Student Holiday: Winter Break	December 11 – January 8
Campus Holiday: Christmas Break	TBD
Grades Due	December 13
Grades Available	December 15

Fall Term 1: August 24 – October 10, 2022

Fall Term 1 Begins (Accelerated 7 Weeks)	August 24
Deadline: Add Fall Term 1 Classes Deadline: File - Credit/No Credit Grading - Fall Term 1	August 31
Campus Holiday: Labor Day	September 5
Deadline: Drop Fall Term 1 Classes with 100% Refund	September 6
Deadline: Withdraw from Fall Term 1 ClassesDeadline: Change Credit/No Credit to Letter Grade - Fall Term 1	September 26

Fall Term 1 Ends Deadline: File an Incomplete/Deferred Grade Petition - Term 1	October 10	Campus Holiday: Presidents' Day	February 20
		MSN FNP Nursing Students Weekend	February 23-26
Fall Term 2: October 17 – December 10, 2022		Undergraduate Advising Begins - Summer & Fall 2023	February 27
Fall Term 2 Begins (Accelerated 7 Weeks)	October 17	Deadline: Submit Graduation Applications to participate in Commencement 2023 Ceremony	March 1
Deadline: Add Fall Term 2 Classes	October 23	Student Holiday: Spring Break	March 6-12
Deadline: File - Credit/No Credit Grading - Fall Term 2		Deadline: Change Credit/No Credit to Letter Grade - Spring Semester	April 3
Deadline: Drop Fall Term 2 Classes with 100% Refund	October 30	Deadline: Withdraw from Spring Semester Classes	
Thanksgiving Break: Term 2 Classes do not meet this week	November 21-27	Campus Holiday: Good Friday and Easter (Classes meet Mon-Thu except Spring Term 4 classes, which do not meet this week.)	April 7-9
Deadline: Withdraw from Fall Term 2 Classes	November 28	Registration Begins - Summer & Fall 2023	April 10
Deadline: Change Credit/No Credit to Letter Grade - Fall Term 2		MSN FNP Nursing Students Weekend	April 13-16
Fall Term 2 Ends Deadline: File an Incomplete/Deferred Grade Petition - Fall Term 2	December 10	Founders' Day Observed	April 19
		Spring Semester Classes End	May 1
Spring Semester: January 9 – May 9, 2023		Deadline: Submit August 2023 Graduation Application	May 1
Registration Begins	November 14	Deadline: File Incomplete/Deferred Grade Petition - Spring Semester Study Day	May 2
Late Registration Begins - Spring 2023	January 5	Final Examinations - Spring Semester (Excludes Saturday)	May 3-9
New Student Orientation	January 6	Founders' Day	May 10
Spring Semester Begins	January 9	Degree Date	May 9
Campus Holiday: Dr. Martin Luther King, Jr. Day	January 16	Grades Due	May 12
MSN FNP Nursing Students Weekend	January 19-22	Commencement Ceremony - Graduate Students	May 12
Deadline: Add Spring Semester Classes	January 22	Commencement Ceremony - Undergraduate Students	May 13
Deadline: Drop Spring Semester Classes with 100% Refund		Grade Available	May 16
Withdrawals after this date receive a "W" grade on the transcript			
Deadline: File - Credit/No Credit Grading - Spring Semester			
Deadline: Drop Spring Semester Classes with 50% Refund	January 29	Spring Term 3: January 9 – February 27, 2023	
Spring Census Date	February 5	Spring Term 3 Begins (Accelerated 7 Weeks)	January 9
		Deadline: Add Spring Term 3 Classes	January 15
		Deadline: File - Credit/No Credit	

	29
Deadline: Drop Summer Term 5 Classes with 100% Refund	May 28
Deadline: Withdraw from Summer Term 5 Classes	June 19
Deadline: Change Credit/No Credit to Letter Grade - Summer Term 5	
Summer Term 5 Ends	July 1
Deadline: File an Incomplete/Deferred Grade Petition - Term 5	

Summer Term 6: July 3 – August 19, 2023

Summer Term 6 Begins (Accelerated 7 Weeks)	July 3
Deadline: Add Summer Term 6 Classes	July 9
Deadline: File - Credit/No Credit Grading - Summer Term 6	
Deadline: Drop Summer Term 6 Classes with 100% Refund	July 16
Deadline: Change Credit/No Credit to Letter Grade - Summer Term 6	July 31
Deadline: Withdraw from Summer Term 6 Classes	
Summer Term 6 Ends	August 19
Deadline: File an Incomplete/Deferred Grade Petition - Summer Term 6	

UNIVERSITY POLICIES AND PROCEDURES

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:

- Applicants who have never attended college previously.
- Applicants 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, results of GED, 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 generally includes the following:

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.

Application Procedures

Applicants for admission should submit the following:

1. The completed application for Undergraduate Admission.
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 and to receive Title IV federal financial aid. The final, official transcript must include the date of graduation and class rank (if available). The final transcript must be received before a student begins classes. GED applicants should submit an official CHSPE or GED transcript instead.
3. (Optional) Official SAT I or ACT test scores.

Home Educated Alternative Requirement

If your home schooling curriculum is provided by a U.S. regionally accredited school (or approved by the State Board of Education) and you will receive an official transcript and high school diploma from that school:

- You should follow the same admissions requirements for students in traditional high schools in California or outside of California (depending on where you live).
- If you do not meet the traditional admission requirements you should submit an official CHSPE or GED transcript instead.

If your home schooling curriculum is not provided by a U.S. regionally accredited school (or approved by the State Board of Education) and you will not receive an official transcript and high school diploma from a U.S. regionally accredited school:

- You should submit an official CHSPE or GED transcript instead.

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.

Holy Names University welcomes applicants 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 applicant must be in good standing at the last institution attended and 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 Program Coordinator/Dean.

Application Procedures

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

Applicants for admission should submit the following:

1. The completed application for Undergraduate Admission.
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. HNU is authorized by law to enroll non-immigrant students. An international applicant 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 applicants are considered for admission on the same basis as domestic first-year or transfer applicants. Please refer to the previous sections on first-year or transfer admission. First-year applicants must provide an official transcript evaluation showing high school degree equivalency completion. Transfer applicants who have completed more than 24 credits will need to provide an official transcript evaluation that shows course-by-course equivalency for all post-secondary institutions attended. Graduate applicants must provide an official transcript evaluation showing the applicant has earned the equivalent of a U.S. bachelor's degree.

Transcripts are evaluated through any association approved through the National Association of Credential Evaluation Services (NACES) www.naces.org. All transcripts of schools attended are to be mailed in a sealed envelope from each granting institution to the chosen evaluation group who will verify that the transcripts are official and received appropriately. The student must request a course by course evaluation to be sent directly to HNU Office of Admissions.

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 133 (computer-based) or 450 (paper-based) or 45 (internet-based). TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.
- IELTS Total Band Score of 5.0
- Michigan English Language Assessment Battery (MELAB) with a score of 60 or higher.
- ELS Language Centers (ELS) Proficiency Report certifying completion of Level 109 or higher.
- Duolingo English proficiency test with the score 76 or higher
- Completion through advanced intermediate level at any other accredited language program, to be assessed on a case-by-case basis.

- Completion of 24 credits, including college-level English, and with grades of B or higher at an accredited U.S. college or university.

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 a Bachelor's Degree Completer (Full and Part-Time Degree Seeking)

Holy Names University welcomes adult students in the Bachelor's Degree Completion (BDC) 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 have prior college experience to be eligible for the program.

Application Procedures

Applicants should submit the following:

1. A completed application
2. Official transcripts from all colleges and universities attended. All final, official transcript(s) are required to verify that remaining credits were completed with a C- or higher. 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 24 transferable units, excluding physical education. The final transcript must include the date of graduation and class rank and must be received before a student begins classes.

Admission to the Bachelor of Science in Nursing Programs

See ADN to BSN program for information about admission to the Bachelor of Science in Nursing program.

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. Applicants 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 applicant will be officially notified of the admission decision. All applicants accepted into the university through the Office of Admissions must submit non-refundable enrollment deposit. In addition, the non-refundable enrollment deposit is required in order to submit an application for space in the residence halls.

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 2.2 cumulative GPA.

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

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

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

Special-Status Undergraduate Students

The University permits qualified undergraduate students who have not formally matriculated into the University to enroll in classes as special-status students. Permit forms for this study may be obtained in the Student Resource Center. The Registrar's Office must approve the enrollment. Permission to enroll as a special-status student does not guarantee acceptance into the University. Undergraduate

special-status students must apply for admission before accumulating more than 12 units of credit from Holy Names University. Special-status students receiving a D or F or a cumulative grade point average below 2.0 may be academically disqualified from taking other courses at Holy Names University. Students who have earned a Bachelor's degree should refer to the section of the catalog regarding Special Post-Baccalaureate Status enrollment.

ADMISSION POLICIES AND PROCEDURES

Holy Names University welcomes applications from all qualified applicants without regard to race, sex, creed, sexual orientation, color, nationality, age, or ethnic origin. 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 applicants.

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. Program advisors work closely with students to plan the sequence of courses for obtaining a degree, credential or certificate.

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 posted degree and any post-baccalaureate coursework are required. Students applying to Credential programs must submit 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 and to received Title IV federal financial aid.
- An undergraduate record satisfactory in terms of quality of scholarship. A grade point average of 2.6 is required for the total undergraduate program, with an average of 3.0 in the major and in any subsequent graduate work.
- Some prerequisite examinations and courses are specified for particular fields of graduate study (see requirements in the Graduate Programs section). Some programs also require interviews or auditions.

In cases of insufficient preparation or of transfer to a different graduate program, prerequisite courses not carrying graduate credit may be prescribed. If a candidate has knowledge of a given subject for which no official

record can be presented, special examinations may be given to satisfy undergraduate prerequisites, but without credit.

In some cases, applicants 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 and Procedures for International Students

In addition to the requirements for admission to the Graduate Division, international applicants 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, Duolingo English proficiency test with the score 100 or higher, or a recommendation from an ELS Language Center (Level 109). Applicants 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 applicants 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. Foreign transcripts in the original language and English translations need to be evaluated through an approved evaluation service found through NACES. (naces.org) and the official evaluation sent to HNU.

English Language Proficiency for International Students

International applicants 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 program requirements.

Students are admitted to the Multiple Subject, Single Subject, and Education Specialist: Mild/Moderate Credential programs by the Teacher Education Committee. (See Credentials Program for admission criteria.)

As soon as all documentation is received by the Office of Admissions, the applicants are reviewed by the committees concerned. All graduate students accepted by the Program Directors and the Teacher Education Committee receive letters from the Office of Admissions admitting them into specific programs within the Graduate Division of the University.

Admissions Application Materials

Be aware that all documentation submitted to Holy Names University as part of your application for admission becomes the property of Holy Names University and will not be returned at any point. All documents will be held as part of the applicant record in accordance with HNU academic policy. Applicants 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."

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 Coordinator/Dean 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

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.

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 and business, 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 (courses numbered 100 - 199) 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.

Graduate 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.

Adult Completion Program

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

Courses in the Bachelor's Degree Completion (BDC) 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,

Students should access Canvas 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 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. A Bachelor's Degree Completion or BSN student may take classes in the traditional undergraduate program.

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 on the academic calendar. 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 10 calendar days following the deadline that is being appealed. Decisions of this committee may be re-considered by the Vice President for Academic Affairs in academic matters, or the Vice President for Finance and Administration in financial matters.

Catalog Requirements Under which a Student Graduates

A student remaining in attendance at Holy Names University will meet the complete set of requirements in effect upon matriculation. If requirements change during a student's attendance, the student may elect to change to a different catalog year. A student declaring or changing his

or her major or minor field of study is required to complete the requirements in the declared catalog. 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 continuous 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 School 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 Coordinator/Dean 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 undergraduate students, study must resume within one year of the most recent enrollment (see Academic Re-enrollment). 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 re-enroll, must apply for reinstatement. These students do not qualify for a Leave of Absence and/or Withdrawal. 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.

Re-admit Policy

RE-ADMIT POLICY

A student on leave of absence or withdrawn from Holy Names University, for 365 days or more, must formally reapply through the Office of Admissions. If the period is less than 365 days, then a student may contact the Office of the Registrar directly for re-entry to the University. Students who were not in good standing at the time of withdrawal are subject to any requirements in place at the time of withdrawal up to and including petition for readmission if withdrawal was due to academic disqualification. Academically disqualified students can only be considered for readmission after an acceptable plan for remedying any academic deficiencies has been considered and approved by HNU. In addition, a withdrawn student may only be considered for readmission after all their financial obligations have been met.

Readmission is not guaranteed. All readmission decisions are based on the student's academic record at HNU and any other factors deemed relevant. An applicant for readmission must meet the admission requirements in effect at the time of readmission.

Academic Status

Readmission requirements mirror all standard admission specifications. A student on Academic Warning or Probation at the time of withdrawal may be readmitted if approved, but remain subject to Warning, Probation and other guidelines in effect at the withdrawal date. The student will be readmitted on the same Financial Aid SAP status at the time of withdrawal.

Catalog Rights

A student, returning less than 365 days from their last date of attendance, returns under the Catalog in effect at the time of withdrawal. A student, withdrawn over 365 days from their last date of attendance, enters under the Catalog in effect at the time of readmission.

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 9 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 Coordinator/Dean must approve this decision. If the student matriculates into the appropriate graduate program, up to 9 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 Coordinator/Dean. 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 Program Coordinator/Dean 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 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 from other institutions may take no more than one course each semester at HNU, and no more than two courses total at HNU, subject to space availability and Program Coordinator/Dean approval, and provided the course is not concurrently offered at the home institution. Individual graduate programs may have additional eligibility requirements in order for students to cross-register for courses at HNU, and students should be prepared to provide unofficial transcripts or other material to the Program Coordinator/Dean in order to demonstrate readiness for the requested course. Graduate students have the opportunity to cross-register at the GTU in Berkeley. The same guidelines listed above apply.

Student Assessment and Individualized Learning SAIL

Earn credit for your professional and life experiences

Holy Names University believes in the value of prior learning from both professional and personal experiences. These opportunities can translate into real value for students, too: units toward a degree. SAIL to graduation by taking advantage of HNU's credit-by-assessment program.

*Module 1:***Examples of prior learning**

- Professional Work Experience
- Training Classes, Workshops and Seminars
- Military Experience
- Volunteer Experience
- Life Experience

*Module 2:***How it works**

Credit-by-assessment is available to transfer and bachelor degree-completion students pursuing bachelor's degrees and graduate students fulfilling prerequisites. Meet with your academic advisor to see if the SAIL program is right for you.

1. Enroll in HNU's 7-week Portfolio Class, which will walk you through the portfolio submission process week-by-week and also provide 3 units toward your degree.
2. Create a comprehensive autobiography in this course, which will help you categorize areas of your life you feel are important.
3. Identify experiences (with the assistance of your instructor) that could be part of an academic course based on your autobiography and map them to the course objectives listed in course syllabi.
4. Write an essay that will translate your experiences into competencies and submit your portfolio in order to receive the 3 units for the class.
5. If you want to continue with the credit-by-assessment process after you complete the class, submit your essay(s) for official review by a faculty member or an expert in the field, who will assess the credit value of your life or professional experience.
6. Pay just \$750 per 3-6 credit hours you are awarded. HNU's Registrar will post the units on your official transcript.

*Module 3:***Some examples**

Students have received credit for a wide variety of experience. Here are a few examples:

- Students who have experienced the loss of a parent at an early age have shared insight into the human experience in their portfolios that has translated into credit.

- Veterans who have experienced trauma while serving in the military have a deep and personal understanding of PTSD that has translated into credit.
- Even students who have experienced divorce may consider applying their learnings in the SAIL program.

*Module 4:***Student Assessment and Individualized Learning (SAIL) Program Details**

Undergraduate students may petition for credit for prior learning through SAIL. Master's-degree students may participate in the SAIL program to fulfill only undergraduate prerequisite requirements. Students interested in this program should contact their academic advisor.

SAIL cannot be used to obtain credit for coursework already completed. A maximum of 30 semester units may be earned through the Credit by Assessment process. The assessor determines the units awarded and the academic level of those unit (lower or upper division). The program advisor determines how those earned units are applied to the student's program.

Payment of the assessment fee does not guarantee the outcome of the assessment or ensure that academic credit will be awarded. Units awarded through CBA will be graded on a Credit/no Credit basis. Units earned through CBA do not fulfill residency requirements.

Students may earn up to 30 units of University credit for college-level learning which is documented through the satisfactory preparation of Experiential Learning Portfolios. A student is required to enroll in CALP 100 to prepare the Portfolios. In the Experiential Learning Portfolio, a student documents the learning situations, describes and analyzes the learning experience, and demonstrates the knowledge and practical skill competencies as required by the awarding academic department(s). After completion of CALP 100 and the first Portfolio evaluation period, a second opportunity for Portfolio development is granted.

Qualified students may earn up to 30 credits toward their undergraduate degree.

Credit earned may not be applied to General Education requirements.

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 (for undergraduate students) or \$500 (for graduate students). 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. Each higher examination must be completed with a score of 5 or higher to be eligible for transfer credit. The maximum number of transfer units is 38 semester units.

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. Transfer courses do not compute into the GPA. 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.

Transfer of Graduate Credit

With the approval of the Graduate Program Coordinator/Dean, up to six semester units from another accredited institution may be accepted for transfer into a degree, certificate, or credential 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 Coordinator/Dean 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 Program Coordinator/Dean.

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 the school's 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 Bachelor Completer 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 Status

A full-time undergraduate student is one who is registered for 12 or more units per semester. A full-time program of studies for Master's and Graduate Certificate students may consist of 6 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.

Undergraduate,

Graduate,

	Credential, Certificate	Graduate Certificate
Full Time	12 units and above	6 units and above
3/4 Time	8 units < 12 units	4.5 units < 6 units
1/2 Time	6 units < 8 units	3 units < 4.5 units
Less than 1/2 Time	< 6 units	< 3 units

International Students

All undergraduate international students (holding F-1 visas) must take a minimum of 12 units each semester and graduate international students must take a minimum of 6 graduate units 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, 8 < 12 are three-quarter time, and 6 < 8 are half-time. Graduate students take 6 units for full-time status, 4.5 < 6 for three-quarter time, and 3 < 4.5 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 (end of add/drop period).

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

Course Repeat Policy

Undergraduate students may repeat a course one time in which they earned a D+, D, or F grade. 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.

Students who wish to repeat a course not allowed by this policy may appeal to the Undergraduate Curriculum and Standards Committee; the form to do so is available in the Student Resource Center.

Graduate students may repeat a course in which they earned a C+ or lower, at the discretion of the Program Coordinator/Dean. 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 Coordinator/Dean. 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.

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.
- NG** Not Graded. Instructor has not submitted a grade.
- 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	F 0.0

When course grades are due, the faculty members are required to report a grade for each student in the class. 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

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, and MATH C 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

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. Affected 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 Bachelor Completer students. 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. 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. If received in the Student Resource Center before the incomplete deadline, an extension may be considered by the Deadline Appeals Committee.

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.

Under special circumstances, and with the approval of the instructor and the Program Coordinator/Dean, the student may petition the Deadline Appeals Committee 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 prior to the deadline of the previous incomplete.

If the instructor leaves the University before the student completes the coursework, the student is responsible for consulting with the Program Coordinator/Dean. The Program Coordinator/Dean 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

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. At the graduate level, this grade is reserved for culminating project or thesis courses.

Deferred Grading

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 Study Day for traditional undergraduate students and the final day of the term for Bachelor Completer students. 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.

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

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.

The final deadlines for the Registrar's Office to receive all documentation for program requirements, such as transcripts from other schools, substitution or waiver forms, or any other items outstanding to satisfy final requirements for a degree at HNU, are published each year on the Registrar's website. If documentation is received after the deadline, a student's academic record will be evaluated for possible conferral during the next conferral date.

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.

Commencement Ceremonies

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. For the 2016-2017 year and beyond, traditional undergraduate and 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.

All graduate students, including those pursuing a dual degrees, 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.

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.

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 Bachelor Completer 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:

Pi Gamma Mu International Social Science Honor

Society

Psi Chi National Psychology Honor Society

Sigma Beta
Delta National Business Honor Society

Sigma Theta
Tau International Nursing 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 school honors upon the recommendation of the Dean.

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

Family Educational Rights and Privacy Act (FERPA)

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. Directory information may be disclosed even in the absence of consent unless the student files written notice requesting the University not to disclose any of the above categories. The form for placing and removing a directory information hold is available in the Student Resource Center. In order to avoid automatic disclosure of directory information, a student's written notice must be submitted within two weeks of the first day of the semester in which the student begins each academic year, and must be re-filed annually. This hold will remain in effect for one year, unless changed subsequently by resubmitting the form to the Student Resource Center. Students requiring a longer hold period should meet with the Registrar to discuss the available options.

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
400 Maryland Avenue, SW
Washington, DC 20202-5920

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 in person 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."

Specific Violation of Academic Honesty

Specific violations of academic honesty include 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.

Guidelines for Responding to Disruptive Student Behavior

**For Student Conduct Policies, please reference the Student Handbook.*

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.

Disruptive behavior includes, but is 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 (e.g. nursing clinicals, 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 Dean, 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, Dean, 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.

Academic Progress and Status

To be in good standing, a student must maintain a minimum cumulative and semester grade point averages of 2.0 for undergraduates and 3.0 for graduates. 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.

Attendance

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.

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.

Final Examinations

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 Dean, the instructor may negotiate a time change for the student in rare occasions.

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 Probation 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.

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.

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.

Academic Reinstatement

Undergraduates

Disqualified undergraduates may consider petitioning for reinstatement as a student of Holy Names University. To do this, individuals must write a letter directed to the Dean 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.

Graduates

In rare circumstances, a Graduate Program Coordinator/Dean 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 Coordinator/Dean. 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.

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.

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. (See the section On Privacy of Student Educational Records and Annual Notification for more information.)

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. (See the Disclaimer for more information.)

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.

Academic Appeals

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

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 (excluding Summer term). 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 Program Coordinator/Dean. In order to initiate this process, the student will direct a written appeal to the Program Coordinator/Dean. The Program Coordinator/Dean 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 Program Coordinator/Dean 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 Program Coordinator/Dean'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 Program Coordinator/Dean. In order to initiate this process, the student will direct a written appeal to the Program Coordinator/Dean. The Program Coordinator/Dean 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 Program Coordinator/Dean 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 Program Coordinator/Dean'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 Coordinator/Dean. 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.

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.

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

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. 35)
- II. General Education Requirements (p. 35)
- III. Requirements of the Major (p. 39)

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. Remedial coursework (including MATH C and MATH A) do not count toward this 120 unit requirement. 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 undergraduate 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 001	Grammar, Sentence Structure and Mastering Writing Styles	3
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ENGL 1A	Writing about Cultures and Communities	3
	OR	
ENGL 1A	Writing about Cultures and Communities	3
ENGL 1B	Writing for the Digital Era	3

Subtotal: 6

- English course sequence is based on writing assessment placement.

- Nursing Pathway students must complete up to ENGL 1B.

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

ESLG 24A	Mastering Writing in English I	3
ESLG 24B	Mastering Writing in English II	3
ENGL 001	Grammar, Sentence Structure and Mastering Writing Styles	3
ENGL 1A	Writing about Cultures and Communities	3

- International students must complete ESLG 24, ENGL 1, & ENGL 1A with a minimum grade of C-.

2. Oral Communication:

COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3
	OR	
ESLG 23	Techniques of Communicative Interaction	3

3. Mathematical Reasoning

One college-level course:

MATH 1	Precalculus	4
MATH S2	Statway 2	3
MATH 7	Mathematical Reasoning	3
MATH 11	Calculus I	4
MATH 12	Calculus II	4
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:

ENGL 107(W)	Creative Writing: Fiction/Non-Fiction	3
ENGL 109(W)	Feature Writing and Blogging	3
ENGL 120(W)	Fiction	3
ENGL 121(W)	Poetry	3
ENGL 133(W) A	Selected Topics in Literature: Stories of Time and Place	3
ENGL 133(W) B	Selected Topics in Literature: Social Justice Narratives	3
ENGL 148(W) A	Selected Topics in Literature: Love and Fear	3
ENGL 148(W) B	Selected Topics in Literature: War Stories	3
ENGL 151	Children's Literature	3
PHIL 1-199 (not 2 or 156)	Any PHIL course numbered 1-199 except PHIL 2 and PHIL 156	
LALS 115B	Music of Protest in Latin America	3
LALS 128A	Literature of Latin America: Narrative	3
LALS 128B	Latin American Literature: Poetry of Resistance	3
LALS 128C	Literature of Latin America: Latin American Thoughts	3
LALS 128D	The New Latin American Cinema	3

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

3. 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:

CRIM 1	Introduction to Criminology	3
ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
ETHN 001	Introduction to Ethnic Studies	3
HIST 17A	United States History Survey: 1607-1877	3
HIST 17B	United States History Survey: 1877-1990s	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	3
PSYC 30	Introduction to Life-Span Development	3
SOCI 1	Introduction to Sociology	3

4. Science (lab optional) (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:

BIOL 1A	Principles of Biological Science I	4
BIOL 1B	Principles of Biological Science II	4
BIOL 15	Human Biology	3
BIOL 17	Human Anatomy	4
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 7	Introductory Chemistry for Health Science	4
PHSC 15	Fundamentals of Physical Science	3
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.

Please note that courses that are worth more than 3 units require an additional lab course.

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

5. 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:

ARTS 1-199	Any ARTS course 1-199	3
MUSC 1-199	Any MUSC course 1-199	3
LALS 115A	Murals of Latin America and the Bay Area	3
LALS 115B	Music of Protest in Latin America	3
LALS 128D	The New Latin American Cinema	3

C. Interdisciplinary Studies Courses

First-Year Experience and Bridge Course

The First-Year Seminar (3 units), the ISAC Bridge course (3 units), and the Senior Colloquium (3 units) comprise the Core Sequence.

ISAC 1	First Year Seminar	3
ISAC 50	ISAC Bridge	3
	OR	
ISAC 150	ISAC Bridge	3

*All freshmen take a First-Year Seminar (3 units).

*Students seeking the BS, BSN, or dual BA/BS degree are required to take only one ISAC course.

ISAC Bridge (ISAC 50 or ISAC 150) - Transfer, BDC, and BSN Pathway students can have the ISAC bridge requirement waived.

*One ethnic studies course may be substituted for 1 ISAC class in the series 101, 102, 103, 104. The ethnic studies courses that may be substituted are the following: African American Communities and Experiences (SOC/HIST 172), Asian American Communities and Experiences

(SOC/HIST 174), Latinx Communities and Experiences (LALS/SOC/HIST 177), Afro-Latinx Cultures and Experiences (LALS/SOC/HIST 197), U.S. Cultural Experiences: Special Topics (SOC/HIST 179), Latino Culture (EDUC 305)

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:

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

The requirement is fulfilled by:

ISAC 195(W)	Senior Colloquium	3
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D. Additional General Education Requirements

Ethnic Studies

ETHN 134W	African American Literature	3
ETHN 001	Introduction to Ethnic Studies	3
HIST 165A(W)	East Asia: History, Culture, Politics	3
HIST 165B(W)	Pacific Rim Business and Culture	3
HIST 165C	History of the Middle East and North Africa	3
HIST 170(W)	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
LALS 1-199	Any LALS course 1-199	3
LBST 136	Hip Hop in the Contemporary World	3
SOCI 165	Racial and Ethnic Issues	3

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 1A 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, regardless of course unit value. All students are required to successfully complete at least one (W) course in their major 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.

Experiential Learning

Minimum 1 experiential learning course (min. 1 unit) designated as “CBL”, internship (196), research (198), or CALP 100.

Other specific CBL courses are:

- CRIM 120 - Criminal Justice System (p. 147)
- PSYC 020 - Intro Psychology Seminar (p. 186)
- PSYC 169 - Community Mental Health (p. 188)
- RLST 128 - Immigration and Ethics (p. 189)
- RSLT 130A - Social Justice and Spirituality (p. 189)
- SOCI 163 - Deviance and Social Control (p. 190)
- SOCI 169 - Power and Powerlessness (p. 191)

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 Change of Major/Minor 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.

Lower division requirements for the major, as defined by each major discipline, includes 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)
- Biological Science (BA and BS)
- Business (BA)
- Criminology (BA)
- Communication Studies (BA)
- Community Health Science (BS)
- Generic Nursing (BS)
- Interdisciplinary Studies (BA)
- International Relations (BA)
- Kinesiology (BA and BS)
- Liberal Studies (BA)

Politics and History (BA)

Psychobiology (BA and BS)

Psychology (BA)

Sociology (BA)

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 Bachelor Completer program are:

Business (BA)

Interdisciplinary Studies (BA)

Nursing (BSN)

Psychology (BA)

Self-Designed Majors

Students have the option to self-design a program of study which varies from the programs already offered and which is interdisciplinary in structure. The combination of areas of study must have the approval of the Undergraduate Curriculum and Standards Committee and the faculty advisor(s), who will assist the student in formulating the program. Students should submit a two-page rationale to support the choice of coursework constituting the major. All self-designed majors must be reviewed by the 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 Program Coordinator/Deans, 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; lower division requirements 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.

Minors

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

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

Holy Names University offers the following minors:

Art

Biological Science

Business

Chemistry

Communication Studies

Criminology

Psychology

Sociology

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

A Bachelor Completer 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 Undergraduate Curriculum and Standards Committee. 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 lower division requirements 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.

Graduate Student 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 Coordinator/Dean 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 Coordinator/Dean 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 School's 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 Coordinator/Dean 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. Weekend and accelerated classes meet in a different time frame (see the Bachelor Completer Program section of this Catalog).

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

Credit Hours

A credit hour (unit) is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Numbering

Courses numbered 1–99 are ranked as lower-division courses (freshman/sophomore level). Courses carrying numbers 100–199 are upper-division level. In courses that are listed as both lower and upper-division 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 and post-baccalaureate certificate courses are numbered 200–299 and professional education courses are numbered 300–399.

Courses with an additional "A" in the course ID (e.g. RLSTA 175) are designed for adult learners. Some programs have other letters to indicate that they are intended for a specific program (e.g. "F", NURSF 211 is intended as part of the MSN FNP program).

Service/Community Based Learning Courses

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. Students in CBL 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. 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 Program Coordinator/Dean 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 Program Coordinator/Dean 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.

SCHOOL OF BUSINESS AND APPLIED SOCIAL SCIENCES

The School of Business and Applied Social Sciences at Holy Names University encompasses seven undergraduate majors and four graduate programs.

Undergraduate Majors:

Accounting
Business
Criminology
International Relations
Politics & History
Psychology
Sociology

Graduate Programs:

Business Administration
Counseling and Forensic Psychology

Mission:

The School of Business and Applied Social Sciences aspires to deliver a quality-driven education, cutting edge scholarship, and service that trains compassionate, ethical and analytical thinkers for work and engagement in their local communities and the world beyond.

Goals:

1. Cultivate rigorous scholarship, critical thinking, and engaged problem solving.
2. Provide ethical perspectives that support compassionate work in one's chosen field.
3. Foster research and experiential learning opportunities that develop a deeper understanding of one's discipline and the ability to apply that understanding to work and service.

ACCOUNTING

The Bachelor of Science in Accounting and the Accounting Minor are offered by the Business department.

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.

See also:

Bachelor of Arts in Business
Business Minor

ACCOUNTING, BACHELOR OF SCIENCE

*Effective Fall 2021, HNU will not be accepting any new students into this program.

Accountants are in demand at every level of business and in all organizations and an accounting background is useful in many other fields as well. The fast paced world of business requires people who understand the business and its many facets as accountants do. An accounting degree such as is offered by HNU with a Liberal Arts core is particularly valuable as it provides the graduate with a rounded background in the world. Students who earn a Bachelor's degree often proceed to become CPA's (Certified Public Accountants) so they may perform audits and render other accounting services.

Lower Division Requirements Courses:

BSAD 10C	Spreadsheets	2
BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 18	Business Law	3
BSAD 30	Principles of Management OR	3
BSAD 130	Business Management	3
ECON 1	Principles of Economics (Macro)	3
ECON 2	Principles of Economics (Micro)	3
ECON 15	Statistical Methods	3
		Subtotal: 25

Subtotal: 25

Requirements of the Major (43 units)**Courses:**

BSAD 105	Decision Analysis for Business	3
ENGL 108(W)/COMM 108(W)	Professional Writing	3
BSAD 120A	Intermediate Financial Accounting I	4
BSAD 120B	Intermediate Financial Accounting II	4
BSAD 121	Advanced Theory in Financial Accounting	4
BSAD 122	Federal Income Tax 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 157	Accounting Ethics	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3
		Subtotal: 43

ACCOUNTING MINOR**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

6 units	Accounting II	6
	6 units in advanced accounting courses approved by Business faculty advisor	
		Subtotal: 22

APPLIED SPORT AND PERFORMANCE PSYCHOLOGY**Program description:**

The Master of Arts in Applied Sport and Performance Psychology is uniquely designed to educate and train students to become ethical, professional and culturally competent practitioners who work with performers in a variety of domains. From sporting arenas and businesses to performing arts and health care, students will learn to integrate established theories with evidence-based techniques to enhance the mental performance of individuals and teams. Students will gain practical experience working with performers to help their clients' personal growth and their ability to excel in pressure situations. The program's focus will be on applied experiences through various opportunities, including the athletic department at HNU or via sites local to students.

Program highlights include:

- learning face-to-face from faculty
- online learning opportunities with both synchronous and asynchronous components
- observing experienced practitioners working with performers
- working with performers under faculty supervision
- counseling psychology courses
- a portfolio project over the duration of the program
- masterclasses with renowned practitioners
- professional development workshops
- business practices for consultants

Specializations beyond the sporting domain can include education on working within the performing arts, eSports, coaches, health care, business, and the military populations. Graduates may complete hours and coursework needed to be eligible to apply for certification as Certified Mental Performance Consultants (CMPC) through the Association for Applied Sport Psychology (AASP).

CERTIFICATE IN SPORT AND PERFORMANCE PSYCHOLOGY

Our Sport and Performance Psychology Certificate provides a focus on graduate-level coursework and is designed to introduce the main theoretical approaches, principles, and methods of sport and performance psychology. It is for people who would like to further their education and expertise in mental skills training and/or are working towards their Certified Mental Performance Consultant (CMPC) certification through the Association of Applied Sport Psychology (AASP)*. The coursework will be offered both online and/or on-campus and includes a total of 13 units of instruction.

Who can take this Certificate?

Counseling or clinical psychology students as well as clinical psychologists, counselors, and psychotherapists seeking to specialize in working with athletes and performers to augment their private practice. In addition, coaches, personal trainers, physical therapists, and other practitioners working with athletes or performers who would like to add to their education and expertise on the psychological factors that influence performance.

Courses

ASPP 200	Introduction to Applied Sport and Performance Psychology (ASPP)	3
ASPP 204	Applied Mental Skills Training	3
ASPP 205	Advanced Mental Skills Training	3
ASPP 210	Diversity in Sport and Performance Psychology	3
ASPP 213	Group Dynamics	1
	Subtotal: 13	

Additional requirements:

- Exit meeting with Program Director

**Please note that a graduate degree is required for CMPC certification through AASP (in addition to the courses in the knowledge areas and applied hour requirements listed by AASP, see: appliedsportpsych.org/certification for more details)*

Admissions criteria for Certificate in Sport and Performance Psychology

- Bachelor’s degree from an accredited institution with a minimum 2.8 GPA (consideration will be given to applicants with a GPA below 2.8 upon the discretion of the Program Director)
- Official transcripts
- Personal statement (1 page)
- Faculty interview

MASTER OF ARTS IN APPLIED SPORT AND PERFORMANCE PSYCHOLOGY

Program Description

The Master of Arts in Applied Sport and Performance Psychology is uniquely designed to educate and train students to become ethical, professional and culturally competent practitioners who work with performers in a variety of domains. From sporting arenas and businesses to performing arts and health care, students will learn to integrate established theories with evidence-based techniques to enhance the mental performance of individuals and teams. Students will gain practical experience working with performers to help their clients’ personal growth and their ability to excel in pressure situations. The program’s focus will be on applied experiences through various opportunities, including the athletic department at HNU or via sites local to students.

Program Mission

To educate and train students to become ethical, professional, and culturally competent practitioners who work with performers in a variety of domains. Our program is grounded in the theory and research of sport and performance psychology and offers training for practitioners to apply this education in the field. The program is committed to supporting both the professional and personal growth of students to become practitioners and leaders of Sport and Performance Psychology who integrate the art and science of mental skills training.

Values

The Applied Sport and Performance Psychology Program at HNU values diversity, equity, and inclusion, and strives to take an anti-racist and anti-oppressive approach in the classroom. We work to both be culturally humble professors and help develop cultural humility in our trainee-practitioners. We encourage students to join us in the ongoing work of social justice and advocacy.

Program Learning Outcomes

Ethics and Professionalism: Apply the professional and ethical standards guiding Sport and Performance Psychology

Theory and Research: Synthesize theoretical principles and evidence-based research to inform applied practice

Case Conceptualization: Formulate theoretically grounded and evidence-based case conceptualizations for work with individuals and groups

Mental Skills Training: Design and implement a comprehensive mental skills training plan to enhance performance with a variety of individuals and groups

Emotional Intelligence: Facilitate client awareness and management of emotions to support their performance and well-being

Cultural Intelligence: Recognize the broad and diverse sociocultural contexts in which both the student and client live

Contextual Intelligence: Adapt knowledge and skills to the client's varied and evolving circumstances and environments

Program highlights include:

- Choosing from on-campus, online (with a 2-week residency on campus) and live classes, or hybrid program options.
- Shadowing highly skilled, experienced practitioners working with performers
- Working with performers under CMPC* faculty supervision
- Developing a portfolio project over the duration of the program
- Masterclasses with renowned practitioners
- training in providing remote performance consulting, professional development workshops
- business practices for consultants
- Elective options may include courses in applying performance psychology with military, eSports, business, or the performing arts.

Graduates may complete hours and coursework needed to be eligible to apply for certification as Certified Mental Performance Consultants (*CMPC) through the Association for Applied Sport Psychology (AASP).

The purpose of the Applied Performance Placements experience is to provide student trainee-practitioners with the opportunity to apply the knowledge, theories and techniques they have learned in a real-world performance context. The placements are a foundational feature of the Applied Sport and Performance Psychology Master's program, providing students with a robust supervised experience that will set them up for their future work in mental performance consulting. Students will complete a

minimum of three placement experiences (ASPP231, 222, 233).

Degree Requirements

Courses

ASPP 200	Introduction to Applied Sport and Performance Psychology (ASPP)	3
ASPP 202	Advanced Sport and Performance Psychology	2
ASPP 203	Counseling Skills in Sport and Performance Psychology	3
ASPP 204	Applied Mental Skills Training	3
ASPP 205	Advanced Mental Skills Training	3
ASPP 206	Psychopathology	3
ASPP 207	Professional Ethics and Standards in Sport and Performance Psychology	3
ASPP 208	Assessment in Sport and Performance Psychology	2
ASPP 209	Research Methods in Sport and Performance Psychology	3
ASPP 210	Diversity in Sport and Performance Psychology	3
ASPP 213	Group Dynamics	1
ASPP 215	The Business of Consulting	1
ASPP 219	Psychology of Human Development	3
ASPP 221	Applied Performance Project I	1
ASPP 222	Applied Performance Project II	1
ASPP 223	Applied Performance Project III	1
ASPP 224	Applied Performance Project IV	1
ASPP 230	Introduction to Applied Performance Placements	1
ASPP 231	Applied Performance Placement I: Intensive	2
ASPP 232	Applied Performance Placement II	3
ASPP 233	Applied Performance Placement III	3
ASPP 298	Final Comprehensive Examination	0

Subtotal: 50

*Pre-requisites courses for ASPP231:

ASPP200 Introduction to Sport and Performance Psychology

ASPP203 Counseling Skills in Sport and Performance Psychology

ASPP204 Applied Mental Skills Training

ASPP207 Professional Ethics and Standards in Sport and Performance Psychology

ASPP208 Assessment in Sport & Performance Psychology

ASPP213 Group Dynamics

ASPP230 Introduction to Applied Placements

Additional requirements:

4 Elective Units

ASPP 241 Performance Masterclasses (students should register for this course a minimum of 4 times, but should attend all while a student is in the program; 0 units, \$75 fee each time)

ASPP 243 Professional Development Workshops (students should register for this course a minimum of 4 times, but should attend all while student is in the program; 0 units, no fee)

Exit Meeting with Program Director

Admissions criteria for MA in Applied Sport and Performance Psychology

- Bachelor's degree from an accredited institution with a minimum 2.8 GPA (consideration will be given to applicants with a GPA below 2.8 upon the discretion of the Program Director)
- Official transcripts
- Personal statement (2 pages maximum)
- Resume
- 2 letters of recommendation (preferably from academic sources)
- Faculty interview

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.

See also:

Bachelor of Science, Accounting

Accounting Minor

Business Courses

BUSINESS, BACHELOR OF ARTS

The Bachelor of Arts in Business offers five emphases: Finance, International Business, Management, Marketing, and Sports Management. These emphases 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.

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.

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

Lower Division Requirements

Courses:

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

Subtotal: 25

** In lieu of BSAD 11 and BSAD 12, students may satisfy the requirement by transferring in 2 semesters of accounting (4 units each).

Students pursuing an International Business emphasis must also complete:

PSCI 6/HIST 6	World Politics and Geography	3
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Students pursuing a Marketing emphasis must also complete:

PSYC 1	Introduction to Psychology	3
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Requirements of the Major

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

Courses:

BSAD 129	Business Finance	3
BSAD 156	Business Ethics	3
	OR	
PHIL 156	Ethics at Work	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3
ENGL 108(W)/COMM 108(W)	Professional Writing	3

Business Emphases

Certified Personal Financial Planning

The Financial Planning Emphasis in the Business major is designed to prepare students to counsel individuals on personal financial matters that impact the family. The skills taught in this major prepare students for careers as Financial Advisors, Investment Advisors, Insurance Advisors, and Estate Planning Advisors. The program provides students with the critical knowledge to sit for the Certified Financial Planner (CFP) exam. Note that key courses for the emphasis are only provided online through the Lower Cost Model Consortium's "Certified Financial Planning" program. This program is offered primarily online through the Low Cost Models for Independent Colleges (LCMC) consortium. Training for the Course Management System (Brightspace) will be made available online as students choose the emphasis. Please consult your advisor for more details.

BSAD 129	Business Finance	3
BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
BSAD 156	Business Ethics	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3

International Business Emphasis

BSAD 113(W)	Survey of Global Business	3
BSAD 136	International Finance	3
BSAD 151	Business, Government, and Society	3
PSCI 102(W)/SOCI 166(W)	Comparative Political Systems	3
PSCI 120	Dynamics of International Relations	3

Finance Emphasis

BSAD 105	Decision Analysis for Business	3
BSAD 124	Financial Information Analysis	3
BSAD 136	International Finance	3
BSAD 137	Investments	3
BSAD 139	Financial Markets and Institutions	3

Management Emphasis

BSAD 105	Decision Analysis for Business	3
BSAD 113(W)	Survey of Global Business	3
BSAD 145	Human Resources Management	3
BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
BSAD 151	Business, Government, and Society	3

Marketing Emphasis

BSAD 105	Decision Analysis for Business	3
BSAD 113(W)	Survey of Global Business	3

BSAD 151	Business, Government, and Society	3
BSAD 161	Consumer Behavior	3
BSAD 165	Marketing Research	3
Sport Management Emphasis		
BSAD 113(W)	Survey of Global Business	3
BSAD 145	Human Resources Management	3
BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
BSAD 170	Sports Program Organization and Leadership	3
BSAD 171	Sports Marketing and Public Relations	3

BUSINESS MINOR

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
	9 additional units in BSAD courses approved by a faculty advisor in the Department of Business	9
Subtotal: 23		

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

- Devise the means to exploit opportunities presented to various entities and develop solutions to business and organization problems using entrepreneurship and intrapreneurship principles.
- Apply cross-functional knowledge and critical thinking to analyze and solve problems, prioritize issues and develop effective responses.
- Understand political, economic and global trends and how to adapt an entity to those factors to allow it to succeed
- Identify strategic stakeholder issues, market structures and human behavior to frame decision-making within the social, political and cultural contexts of local and global communities.
- Understand and apply the advances in technology to reform the entity and increase its ability to perform
- Demonstrate entrepreneurial strategy development and the ability to perform analysis of competitive markets to recommend innovative strategies.
- Communicate complex analyses, recommendations, strategies, and visions in ways that lead to clarity of purpose and effective decision-making.
- Understand data analytics and manipulation to allow data to be apply quantitative techniques and methods in the analysis of real-world business and other situations.
- Effectively apply elements of leadership including interpersonal skills to individuals and group dynamics.
- Identify and analyze the ethical obligations and responsibilities of business and other activities.

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. MBA students may earn a second concentration by selecting their electives exclusively from that second concentration and taking an extra 3 units in that concentration, for the required total of 9 units. MBA students seeking such a second concentration should be aware that scheduling conflicts between concentrations may significantly extend the time needed for completion of their degree.

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.

See index or search for Business Courses

JOINT MSN/MBA

(See Nursing, Joint MSN/MBA)

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

Applicants to the MBA program are expected to have a general knowledge of business prior to beginning Class. Applicants may be asked to take an online exam to determine their general business knowledge and/or an introductory course in Business. The MBA Director may require the applicants to complete a course of study prior to the first class. The MBA program will offer the students the ability to gain a knowledge of business through a short online course. The MBA Director may require the student

to complete the following prerequisite foundation courses are required with a passing grade of C-. If the background courses have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor's degree, no further courses may be required. If the courses have been required by the MBA Director AND have not been completed prior to admission, they must be taken before the student has completed 9 units in the MBA program.

Accounting:**Core Courses (21 units)**

The courses listed below form the core of our curriculum. They provide the basic tools necessary to analyze a wide range of business and organizational decisions, and are appropriate for work in large corporate settings, small and mid-sized businesses, non-profit organizations, and professional or consulting practices.

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 may take three courses in one concentration or may take courses from more than one concentration so long as the students takes three such course (plus the two electives).

Accounting

This concentration is intended for those students seeking more knowledge about accounting and completing additional courses to qualify to sit for the CPA or CMA designations. Students with an accounting concentration tend to be accountants in their employment but are well served in other careers.

BSAD 208	Corporate Financial Reporting	3
BSAD 209	Advanced Business Law for Accountants	3
BSAD 210	Accounting Information Systems	3

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 to fulfill the 6-unit elective requirement.

BSAD 200	MBA Introductory Course	3
BSAD 205	Decision Modeling	3
BSAD 206	Small Business Accounting and Operations	3
BSAD 211	Data Analytics	3
BSAD 246	Introduction to Entrepreneurship	3

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.

See index or search for Career and Life Planning Courses

COMMUNICATION STUDIES

As of Fall 2022, these programs are no longer accepting new applicants. 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. 139)

COMMUNICATIONS STUDIES, BACHELOR OF ARTS

Lower Division Requirements

Courses:

ARTS 113	Graphic Design and Color	3
ARTS 115	Computer Graphics	4

COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3
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Subtotal: 0

Requirements of the Major (30 or 31 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(W)	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	4
COMM 165A	Interpersonal Communication	3
COMM 165B	Gender and Communication	3
COMM 165C	Intercultural Communication	3
COMM 165E	Performance Studies	3
COMM 165F	Mass Communication	3
COMM 165G	Family Communication	3
COMM 196	Senior Internship	1-3
COMM 197	Special Topics	3

Subtotal: 30

COMMUNICATIONS STUDIES, EMPHASIS IN DIGITAL MEDIA

The emphasis in Digital Media is for students who want a grounding in Communications Studies with a focus on visual communication stressing art and computer design (including computer graphics, motion graphics, video production, and web design).

Lower Division Requirements**Courses:**

ARTS 113	Graphic Design and Color	3
ARTS 115	Computer Graphics	4
COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3

Subtotal: 10

Requirements of the Major (29 or 30 units total)**Courses:**

ARTS 101	History of Western Art OR	3
ARTS 175	Art of Today	3
ARTS 117	Introduction to Digital Filmmaking OR	4

ARTS 165	Digital Photography	4
COMM 108(W)/ENGL 108(W)	Professional Writing	3

COMM 110	Presentation Strategies	3
COMM 115	Theories in Human Communication	3

COMM 121	Web Design	4
COMM 130(W)	Communication Research	3
COMM 195	Senior Seminar in Communication Studies	3

Subtotal: 0

COMMUNICATION STUDIES MINOR

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

COUNSELING AND FORENSIC PSYCHOLOGY**Master of Arts in Counseling Psychology**

Fulfills coursework requirements for State of California Marriage and Family License (MFT) and Licensed Professional Clinical Counselor (LPCC)

Master of Arts in Forensic Psychology

Not license eligible

Dual Master of Arts in Counseling and Forensic Psychology

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

Certificate in Trauma-Informed Treatment

Description of the Overall Program: The mission of the Counseling and Forensic Psychology program at Holy Names University is to train counselors, therapists and forensic practitioners to engage with the changing complexity of human experience, to deliver services

informed by evidence-based practices and ongoing self-reflection, and to practice with empathy and cultural humility.

We offer three Master of Arts degrees in 1) Counseling Psychology, 2) Forensic Psychology, and 3) a dual Master's in Counseling and Forensic Psychology. The Counseling Psychology Master's degree and the Dual Degree are both license eligible for the Marriage and Family Therapist (MFT) credential as well as the Licensed Professional Clinical Counselor (LPCC) credential. The program also offers a Certificate in Trauma-Informed Treatment. Students gain the knowledge and skills necessary to take up the role of counselor or forensic practitioner with full awareness of the complex diversity of humans and our systems. Our faculty is made up of clinicians who work in various community settings with diverse populations. Throughout the program, students are exposed to an array of counseling and forensic theories and practices. Classes incorporate didactic learning with opportunities for experiential practice via case studies, small group simulations and field placement. Integration of learning is fostered by scholarly papers and presentations. Graduates are able to demonstrate clinical and forensic competence and clear understanding of professional responsibilities.

Counseling and Forensic Psychology students reflect a rich diversity of age, culture, sexual orientation, and class. Valuing differences is a hallmark of effective, compassionate counseling and forensic practice, and the program strives to foster students' intellectual and ethical developing by focusing on respect for all. Students have an opportunity to practice this in the context of the classroom, where a variety of experiences are explored from a systemic perspective of inclusiveness and appreciation for the process of learning to manage differences.

All programs are designed for working adults. Classes are offered in the late afternoons and evenings Monday through Thursday, and some Saturdays.

Overview of Readiness to Practice Assessment

The faculty of the Counseling and Forensic Psychology program and Holy Names University are committed to students' development of ethical practice behaviors, awareness of clinical and forensic competence and the assessment of personal fitness for the profession. Students are assessed for their Readiness to Practice by the faculty of the Counseling and Forensic Psychology Program at

several points throughout their academic program. These evaluation points are designed to give students feedback on their progress through the program, as well as allow faculty to address critical areas such as the capacity to practice with competence, sound ethical judgment, and the ability to function as a professional. As part of this process, each student will be reviewed in four core areas of competence: 1) reflective competencies; 2) Self-care competencies; 3) professional development competencies; and 4) communication competencies.

The first assessment takes place after the student's completion of two semesters in the program. At this point, students will have completed the core courses, including CPSY 200, 205, 208, 210 and 215 for the Counseling and Dual students, and CPSY 203, 207 and 209 for the Forensic students. The faculty teaching CPSY 200, 208 and 215 for the Counseling and Dual students, and CPSY 203 and 209 for the Forensic students, will fill out a Readiness to Practice Evaluation Form on each student, which will then be reviewed by the Director and the Field Placement Coordinator. Summative written feedback will be provided to each student. If there are concerns, the Director, based upon the feedback from faculty, will meet with the student to develop a remediation plan.

The second assessment takes place as part of the final course that students take before beginning their practicum or field placement hours. For the Counseling and Dual students, this second assessment takes place in CPSY 285, Introduction to Professional Practice and Case Seminar, and CPSY 209, Intervention and Treatment in Forensic Psychology, for the Forensic Students. Students write a professional practice paper which is reviewed by the instructors teaching CPSY 285 and CPSY 209, and the Field Placement Coordinator. All students will then meet with the Field Placement Coordinator for feedback on their readiness to move into the practicum or field placement experience.

The third evaluation occurs at the end of the program, when students complete a culminating paper and take an oral exam. The Oral Exam is designed to evaluate students along several dimensions, including oral presentation skills, understanding and integration of evidence-based theories, law and ethics, multicultural awareness, clinical

assessment and case conceptualization, treatment planning and interventions, empathy and self-reflection, and research fluency and clinical writing skills.

Students also receive both quantitative and qualitative feedback while in practicum coursework that addresses the above areas.

Initiation of Suitability for Practice Committee

If at any time a concern arises about a student's suitability for practice, the program, guided by the principles of the CAMFT Code of Ethics, will convene a review committee of five members, three of whom must be CPSY faculty, to review the student's conduct and performance. The committee will interview the student and person(s) who raised the concern and consult with the appropriate University administrative personnel. After careful evaluation, the committee will determine a course of action, which may include immediate program disqualification. If substantive remediation is the next step, a plan will be developed by the committee in collaboration with the student. Should a student wish to appeal the review committee's decision, the same procedures will be followed as those for appealing an academic decision as described in this catalog.

Individual Therapy

As part of the degree requirement for the Counseling and Dual degrees, students must complete 24 hours (6 months of weekly sessions) of individual psychotherapy with a licensed clinician (e.g., MFT, LPCC, LCSW, Ph.D., Psy.D. or Board-certified psychiatrist). These hours must be completed prior to students beginning their practicum experience.

Although it is not required, given the complexity of systems and individuals that Forensic Psychology students will be engaging with, personal psychotherapy is strongly encouraged as a means of understanding one's responses to the work.

Practicum and Field Placement

The Holy Names University Counseling and Forensic Psychology Programs are dedicated to providing educational and professional training experiences that prepare students for the challenges of providing competent and caring mental health services and forensic psychological services in the field.

Counseling and Dual students are required to complete CPSY 200 CPSY, 205, CPSY 208, CPSY 210, CPSY 215, and CPSY 285, and 24 hours of personal psychotherapy prior to starting their practicum and field placement training. Students will be guided and supported by the Field Placement Administrator on matching field placement training sites to best fit their professional goals as well as meet all the requirements of the BBS while completing their practicum. Counseling and Dual students will complete three semesters/one year of field placement and practicum training with a minimum of 504 hours. Forensic Psychology program graduate students are required to complete two semesters of field placement internship training with a minimum of 100 hours.

Counseling and Dual students are on a track to apply for licensure by the State of California as a licensed Marriage and Family Therapist (LMFT) and/or to apply for licensure by the State of California as a licensed Professional Clinical Counselor (LPCC). Forensic Psychology program graduate students do not have a track that involves licensure by the State of California; no license is required by the State, as the jobs and positions available to Forensic Psychology professionals do not involve providing direct mental healthcare services at the level of a Master's degree.

Integrating Seminar/Oral Exam

As the final course prior to graduation, all master's degree candidates complete the Integrating Seminar (CPSY 298) and write a comprehensive examination that includes describing their approach to counseling, demonstrating their theoretical orientation and counseling skills via a case presentation for the Counseling and Dual students, and a research paper for the Forensic students. This course may only be taken after completion of the second semester of CPSY 290 and CPSY 201 for the Counseling and Dual students, and the first semester of CPSY 286 for the

Forensic students. There will be no exceptions to this requirement. Students then complete an oral exam with a committee that is comprised of the instructor for CPSY 298, as well as a second reader of their choice. The purpose of the oral exam is to evaluate the student's readiness to practice.

Prerequisite Requirement for all CPSY Degrees

Applicants to any counseling and forensic psychology degree or certificate program must have taken an undergraduate general psychology course prior to applying to application, or complete such a course before beginning coursework if accepted into the program.

(p. 142)

Individual Therapy

**MASTER OF ARTS IN COUNSELING
PSYCHOLOGY**

This program prepares its graduates for a career in counseling and psychotherapy across a wide variety of settings including hospitals, community clinics, schools, jails and private practice. 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 register with the BBS as an associate, collect 3000 documented appropriate hours and sit for licensure with the California Board of Behavioral Sciences (BBS) as Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC). The program is continually updated to meet the requirements set by the California Board of Behavioral Sciences.

Counseling Psychology Learning Outcomes

1. Clinical Practice

- Students will demonstrate competency in their ability to diagnose, assess strengths and challenges, develop treatment plans and apply and integrate their theoretical orientation into their clinical practice.

2. Professional, Ethical and Legal Competence

- Students will develop awareness of the legal and ethical standards as they apply to professional practice.
- Students will demonstrate mastery in their ability to think critically and apply legal and ethical standards while maintaining fidelity to principles of social justice.

3. Diversity and Cultural Competence

- Students will demonstrate the capacity to engage in epistemological shifts and perspective-taking and apply this learning to professional practice informed by empathy and self-awareness.
- Students will understand the importance of cultural competence and diversity while demonstrating the capacity to engage in self-reflection, particularly on their implicit biases as evidenced by the ability to monitor their effect on others while engaging in professional activities.

4. Research and Writing Fluency

- Students will demonstrate the ability to understand, interpret and critique research methods and apply evidenced-based research in their clinical and scholarly activities.
- Students will demonstrate the ability to write concisely and comprehensively in their scholarly work that supports effectively communicating their message to their audience.

5. Theory

- Students will demonstrate knowledge of major psychological, developmental and clinical theories and apply them to understanding the factors related to human behavior.
- Students will begin developing a theoretically integrated perspective including evidence-based practice and apply that in their professional activities.

Courses

63 units total

CPSY 200	Foundations of Counseling: Process and Skills	3
CPSY 201	Foundations of Psychological Research	3
CPSY 202	Psychopharmacology	3
CPSY 205	Psychopathology	3
CPSY 208	Substance Abuse Assessment and	3

	Treatment	
CPSY 210	Counseling Theories	3
CPSY 215	The Law and Professional Ethics	3
CPSY 220	Human Development Across the Lifespan	3
CPSY 235	Advanced Human Diversity Issues in Counseling	3
CPSY 245A	Human Sexuality and Counseling	3
CPSY 250	Marriage and Family Counseling	3
CPSY 260	Treatment of Children and Adolescents	3
CPSY 265	Group Psychotherapy	3
CPSY 271	Trauma, Loss and Grief	3
CPSY 278	Community Mental Health Theory and Practice	3
CPSY 280	Psychological Assessment	2
CPSY 285	Introduction to Supervised Practicum and Case Seminar	3
CPSY 298	Integrating Seminar	3
CPSY 290	Supervised Practicum and Case Seminar	3

*CPSY 290: Three (3) semesters.

*CPSY 204: Must be completed if seeking LPCC licensure per the California BBS.

*One (1) unit elective course required for MA.

MASTER OF ARTS IN FORENSIC PSYCHOLOGY

This program prepares its graduates for a career in a variety of settings, including restorative justice organizations, probation, parole and correctional settings. Students will gain theoretical knowledge of the criminal justice system, methods of forensic assessment and forensic intervention and treatment in criminal justice contexts. This program is uniquely based on the principles of restorative justice and therapeutic jurisprudence. Students completing this program are not eligible for state licensure as an MFT or LPCC.

Forensic Psychology Learning Outcomes

1. Familiarity with the Legal and Criminal Justice Systems

- Students will demonstrate knowledge of the basic principles of the legal and criminal justice systems as well as core legal cases relevant to the practice of Forensic Psychology.
- Demonstrates understanding of the culture of institutionalization and is able to utilize emotional intelligence and set appropriate boundaries when

interacting with various individuals in forensic institutional settings.

2. Professional, Ethical and Legal Competence

- Knowledge of forensic psychological evaluation methods, including specialized assessment instruments used in forensic psychological practice.
- Students will develop awareness of the legal and ethical standards as they apply to professional forensic practice.
- Students will demonstrate mastery in their ability to think critically and apply legal and ethical standards to resolve ethical dilemmas while maintaining fidelity to principles of social justice.

3. Diversity and Cultural Competence

- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Students will understand the importance of cultural competence and diversity while demonstrating the capacity to engage in self-reflection, particularly on their implicit biases as evidenced by the ability to monitor their effect on others while engaging in professional activities.

4. Research and Writing Fluency

- Demonstrate ability to gather, read, synthesize and critically evaluate and interpret psychological and psycho-legal research and how it applies to forensic practice and one's own work.
- Communicate effectively through oral and written presentations and reports and demonstrates appropriate use of APA style.

5. Theory

- Describe and apply major areas of psychological and criminological theories in the practice of forensic psychology.
- Articulate how psychological principles can be used to explain social issues and inform public policy related to the practice of forensic psychology.

Courses

42 units total

CPSY 203	Foundations of Forensic Psychology	3
CPSY 205	Psychopathology	3

CPSY 206	Forensic Psychology and the Law	3	CPSY 201	Foundations of Psychological Research	3
CPSY 207	Psychology of Criminal Behavior	3	CPSY 202	Psychopharmacology	3
CPSY 208	Substance Abuse Assessment and Treatment	3	CPSY 203	Foundations of Forensic Psychology	3
CPSY 209	Interventions and Treatment in Forensic Psychology	3	CPSY 205	Psychopathology	3
CPSY 211	Forensics: Psychometrics and Assessment	3	CPSY 206	Forensic Psychology and the Law	3
CPSY 212	Forensic Psychology Professional Practice Seminar	3	CPSY 207	Psychology of Criminal Behavior	3
CPSY 213	Motivational Conversations: Focus on Change	2	CPSY 208	Substance Abuse Assessment and Treatment	3
CPSY 226	Advanced Issues in Correctional and Community Counseling	3	CPSY 209	Interventions and Treatment in Forensic Psychology	3
CPSY 235	Advanced Human Diversity Issues in Counseling	3	CPSY 210	Counseling Theories	3
CPSY 245D	Domestic Violence Assessment and Treatment	1	CPSY 211	Forensics: Psychometrics and Assessment	3
CPSY 286	Supervised Forensic Practicum and Case Seminar	3	CPSY 212	Forensic Psychology Professional Practice Seminar	3
CPSY 298	Integrating Seminar	3	CPSY 215	The Law and Professional Ethics	3
*CPSY 286: 2 semesters			CPSY 220	Human Development Across the Lifespan	3

DUAL MASTER OF ARTS IN COUNSELING AND FORENSIC PSYCHOLOGY

This dual master’s program leading to two separate graduate degrees offers students a strong background in Forensic Psychology while ensuring them a quality counseling program leading to state licensure as an MFT and LPCC. The degrees for the dual master’s are conferred simultaneously to candidates upon completion of all of the program’s requirements (i.e., both degrees). 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 immediately preceding the ceremony. Graduating students are prepared to register with the BBS as an associate, collect 3000 documented and approved hours and sit for licensure with the California Board of Behavioral Sciences (BBS) as Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC). The program is continually updated to meet the requirements set by the California Board of Behavioral Sciences.

**Courses
81 units**

CPSY 200	Foundations of Counseling: Process and Skills	3
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CPSY 201	Foundations of Psychological Research	3
CPSY 202	Psychopharmacology	3
CPSY 203	Foundations of Forensic Psychology	3
CPSY 205	Psychopathology	3
CPSY 206	Forensic Psychology and the Law	3
CPSY 207	Psychology of Criminal Behavior	3
CPSY 208	Substance Abuse Assessment and Treatment	3
CPSY 209	Interventions and Treatment in Forensic Psychology	3
CPSY 210	Counseling Theories	3
CPSY 211	Forensics: Psychometrics and Assessment	3
CPSY 212	Forensic Psychology Professional Practice Seminar	3
CPSY 215	The Law and Professional Ethics	3
CPSY 220	Human Development Across the Lifespan	3
CPSY 226	Advanced Issues in Correctional and Community Counseling	3
CPSY 235	Advanced Human Diversity Issues in Counseling	3
CPSY 245A	Human Sexuality and Counseling	3
CPSY 250	Marriage and Family Counseling	3
CPSY 260	Treatment of Children and Adolescents	3
CPSY 265	Group Psychotherapy	3
CPSY 271	Trauma, Loss and Grief	3
CPSY 278	Community Mental Health Theory and Practice	3
CPSY 280	Psychological Assessment	2
CPSY 285	Introduction to Supervised Practicum and Case Seminar	3
CPSY 290	Supervised Practicum and Case Seminar	3
CPSY 298	Integrating Seminar	3

*CPSY 290: Three (3) semesters.

*CPSY 204: Must be completed if seeking LPCC licensure per the California BBS.

*One (1) unit elective course required for MA.

CERTIFICATE IN TRAUMA-INFORMED TREATMENT

The experience of trauma may come in the form of developmental injury or an overwhelming event. Many individuals presenting in community-based settings come with both forms of traumatic experience. There are four core courses in the certificate: CPSY 271, CPSY 272, CPSY 274 and CPSY 275. The fifth course changes each

semester focusing on a different trauma related topic. These special topics courses have included areas such as Developmental Trauma, Complex PTSD and Family Systems, Somatic Interventions in Trauma Treatment, Historical Trauma and Everyday Life and Motivational Interviewing as Trauma Informed Intervention. This certificate program challenges students to consider, integrate, and apply theoretical perspectives and evidence based practices to the field of trauma treatment. Students also have the opportunity to explore their own background and learn how to practice ethically while integrating self-care strategies. Students will gain theoretical understanding and clinical knowledge to allow them to offer trauma-informed counseling and therapy.

Prerequisite requirement

Applicants to any counseling psychology program must have taken an undergraduate general psychology course.

Required Courses

15 units

CPSY 271	Trauma, Loss and Grief	3
CPSY 272	Foundations of Trauma Treatment	3
CPSY 274	Neurobiology of Trauma: Risk, Resiliency and Positive Psychology	3
CPSY 275	Spirituality, Community and Trauma	3

Subtotal: 12

**Fifth required course changes each semester.*

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. Coursework is 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 sociology concentration, which substitutes more sociology coursework. The degree prepares students for work in the specific areas of law enforcement or probation, 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.

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.

See index or search for Criminology Courses

See Psychology and Sociology for additional course listings.

CRIMINOLOGY, BACHELOR OF ARTS

Lower Division Requirements

Courses:

CRIM 1	Introduction to Criminology	3
PSYC 1	Introduction to Psychology	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3
		Subtotal: 12

Requirements of the Major (22-23 upper-division units)

Courses:

In addition to the core major courses, students must choose an emphasis (Forensics or Sociology) and take the courses required for that emphasis.

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 OR	4
CRIM 198	Undergraduate Research	1-3
SOCI 108(W)/PSYC 108(W)	Field Methods	4
		Subtotal: 22-23

If CRIM 198 is taken, rather than CRIM 192, 3 units are required.

Criminology Emphases

Students in the Criminology major must select either a "Forensic Psychology emphasis" or "Sociology emphasis" to complete their course of study. See below:

For the Forensics emphasis, choose three of the following Psychology courses:

PSYC 160	Psychology of Personality	3
PSYC 167	Counseling Theories and Procedures	3
PSYC 168	Psychopathology	3
PSYC 169/SOCI 168	Community Psychology	4
		Subtotal: 9-10

For the Sociology emphasis, choose three of the following Sociology courses:

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 (3 in Bachelor Completer program)
		Subtotal: 9-10

Strongly recommended:

CRIM 197	Criminological Conventions
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CRIMINOLOGY MINOR

20 Units

Students minoring in Criminology must complete at least 20 units, including

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
		Plus 6 elective units in Criminology, selected in consultation with the student's advisor.
		Subtotal: 20

ECONOMICS

See index or search for Economics Courses

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. 160)

HEALTHCARE ADMINISTRATION

As of Fall 2022, this program is no longer accepting new applicants. The field of healthcare currently constitutes 17% of the U.S. economy and touches the lives of nearly everyone within the country. This large complex system

requires many able administrators. Drawing primarily from coursework in the areas of business and nursing, the healthcare administration major is versatile field of study aimed at students interested in working in the healthcare field but not wishing to provide direct patient care. Students in the healthcare administration program build valuable skills in budgeting, finance, human resources, management and marketing to work as administrators in hospitals, nursing homes, health insurance companies and other organizations that deliver health care services. Students also gain valuable hands on experience of how health care organizations operate through an internship seminar. This course can help them build a network with local professionals in their field to assist in job placement upon graduation. The degree also well prepares students to pursue an MBA with a focus on healthcare settings.

B.A. in Healthcare Administration major Learning Outcomes:

After completing this program, students will be able to:

1. Recognize and identify the complex economic and organizational contexts within which healthcare services are delivered.
2. Critically analyze and synthesize evidence-based health care research that inform planning, policies, and evaluation to assist in the process of effective administration
3. Demonstrate effective written and oral communication within different health care delivery systems.
4. Develop a professional identity possessing self-awareness, sound judgment, the ability to integrate supervisory feedback, and a commitment to ongoing learning.
5. Demonstrate ethical decision making within the health care field.

HEALTHCARE ADMINISTRATION, BACHELOR OF ARTS

Lower Division Requirements

Courses:

BSAD 10C	Spreadsheets	2
BSAD 11	Financial Accounting	4

BSAD 12	Financial Accounting II & Managerial Accounting	4
BSAD 30	Principles of Management OR	3
BSAD 130	Business Management	3
ECON 2	Principles of Economics (Micro)	3
ECON 15	Statistical Methods	3
		Subtotal: 19

Requirements of the Major Courses:

BSAD 129	Business Finance	3
BSAD 145	Human Resources Management	3
BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
BSAD 156	Business Ethics	3
BSAD 160	Principles of Marketing	3
BSAD 195(W)	Strategic Management (Capstone Course)	3
BSAD 196	Internships	1-3
NURS 141	Nursing Research	3
NURS 153	Healthcare Economics	2
NURS 172	Informatics	3
SOCI 156/HLTH 156	Sociology of Health Care and Health Policy	3
		Subtotal: 35

HEALTHCARE SERVICES

As of Fall 2022, this program is no longer accepting new applicants. The field of healthcare currently constitutes 17% of the U.S. economy and touches the lives of nearly everyone within the country. Drawing primarily from coursework in psychology and sociology, the Healthcare Services major is versatile field of study aimed at students interested in working in the healthcare field but do not wish to provide direct patient care in the form of nursing. Students in the healthcare services program build valuable skills in interviewing clients, assessing their needs, and providing crisis intervention and delivering important social services related to care.. These skills prepare graduates to work as patient advocates and case managers in health and human services organizations, connecting people with medical services they need. Students also learn about community health, develop quantitative skills, and gain hands-on experience through an internship. As students near graduation, they can build a network with local professionals in their field and rely on job placement assistance through their program. Graduates with a healthcare services degree may be employed in health education, human services, or medical settings. In these fields, graduates can promote wellness for both individual and communities in need. Many of these fields

are in demand and offer lucrative opportunities for professionals with a bachelor's degree. The degree also well prepares students to pursue an MSW in the areas of Medical Social Work and Health & Aging.

Subtotal: 21

B.A. in Healthcare Services major Learning Outcomes:

After completing this program, students will be able to:

1. Recognize and identify the complex historical, social and economic contexts within which healthcare services are offered and decisions are made.
2. Critically analyze and synthesize information related to evidence-based health care research around assessment, prevention, intervention, planning, policies, and evaluation.
3. Demonstrate effective written and oral communication across diverse client populations and within different health care delivery systems.
4. Develop a professional identity possessing self-awareness, sound judgment, the ability to integrate supervisory feedback, and a commitment to ongoing learning.
5. Advocate for and advance social justice for clients and communities in accessing health care resources, and create innovative solutions in complex social contexts.
6. Engage with diverse populations from positions of cultural humility and respect for identity, embracing a commitment to culturally competent and responsive services;
7. Demonstrate ethical decision making within the health care field.

HEALTHCARE SERVICES BACHELOR OF ARTS

Lower Division Degree Requirements Courses

BSAD 30	Principles of Management	3
ECON 2	Principles of Economics (Micro)	3
PSYC 1	Introduction to Psychology	3
PSYC 30	Introduction to Life-Span Development	3
PSYC 63	Statistical Methods	3
	OR	
ECON 15	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

Requirements of the Major Upper Division Units

BSAD 148(W)/PSYC 148(W)	Organizational Behavior	3
NURS 141	Nursing Research	3
NURS 153	Healthcare Economics	2
NURS 172	Informatics	3
PSYC 131	Adult Development and Aging	3
PSYC 140/SOCI 140	Social Psychology	3
	OR	
PSYC 143	Group Processes and Communication	3
PSYC 160	Psychology of Personality	3
SOCI 156/HLTH 156	Sociology of Health Care and Health Policy	3
SOCI 165	Racial and Ethnic Issues	3
SOCI 192	Internship Seminar in Sociology	4

Subtotal: 33

HISTORY

**This program is no longer admitting new students as of Fall 2017. Students currently enrolled will be able to complete the program and should consult their adviser or the department for details. Prospective students should contact the Admissions Department and inquire about the Politics & History major.

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.

Subtotal: 24

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.

The Lester-Tinnemann Scholarship: This grant is intended to assist students financially, and is awarded on the basis of academic achievement and promise. 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 at least 3.0 in the major and at least 2.8 cumulative. (In memory of Otto Tinnemann, Albert Lester, and Albert Lester, Jr.)

See index or search for History Courses

HISTORY, BACHELOR OF ARTS

Lower Division Requirements

Courses:

HIST 6/PSCI 6	World Politics and Geography	3
HIST 17A	United States History Survey: 1607-1877	3
HIST 17B	United States History Survey: 1877-1990s	3

Subtotal: 9

Requirements of the Major

24 upper-division units

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	
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United States

HIST 170(W)	United States: Social and Cultural History	3
HIST 185	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	Latinx Communities and Experiences	3

HISTORY MINOR

21 Units

Courses:

HIST 17A	United States History Survey: 1607-1877	3
	OR	
HIST 17B	United States History Survey: 1877-1990s	3
	18 additional units, selected in consultation with the student's advisor.	18

Subtotal: 21

INTEGRATIVE STUDIES ACROSS CULTURES

All freshmen take ISAC 001: The First-Year Seminar.

Four chronological courses (ISAC 101, ISAC 102, ISAC 103, 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. 165)

INTERNATIONAL RELATIONS

*Effective Fall 2021, HNU will not be accepting any new students into this program.

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

Lower Division Requirements

Courses

ECON 1	Principles of Economics (Macro)	3
HIST 17B	United States History Survey: 1877-1990s	3
PSCI 6/HIST 6	World Politics and Geography	3
SOCI 1	Introduction to Sociology	3
	OR	
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	Diplomacy and Foreign Policy: United States and the World	3
RLST 122	Religion, Philosophy, and Human Rights	3
	OR	
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
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Europe:

HIST 124(W)	Contemporary Europe	3
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Latin America:

HIST 160	History of Latin America	
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United States:

HIST 170(W)	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	Latinx 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

MATHEMATICS

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

Mathematics Remediation

Pre-university-level math classes (MATH A and MATH C) 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.

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

Mathematics Courses (p. 168)

POLITICAL SCIENCE

See index or search for Political Science Courses

POLITICAL SCIENCE MINOR

A minor in Political Science is conferred upon completion of the following 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.

22 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

POLITICS & HISTORY

*Effective Fall 2021, HNU will not be accepting any new students into this program.

The Politics & History major at Holy Names offers students an in-depth exploration of the fields of political science and historical studies, and the many ways in which they intersect. Integrating a foundation in the liberal arts and social justice with a strong emphasis on policy analysis and public history, this new major provides students with rigorous training, various internship and experiential learning opportunities, and solid preparation for a range of professions.

Career Paths:

According to the [American Political Science Association](http://www.apsanet.org/CAREERS/Careers-In-Political-Science/Careers-Sectors-for-Political-Science) (LINK: <http://www.apsanet.org/CAREERS/Careers-In-Political-Science/Careers-Sectors-for-Political-Science>), undergraduate political science training offers great preparation for careers in business, public administration, law, international affairs, journalism, and the non-profit sector.

The historical studies component of our program focuses on the rising sub-field of public history, which is linked to an exciting array of professions. [The National Council on Public History](http://ncph.org/what-is-publichistory/about-the-field/) (LINK: <http://ncph.org/what-is-publichistory/about-the-field/>) explains: “Public historians come in all shapes and sizes.... historical consultants, museum professionals, government historians, archivists, oral historians, cultural resource managers, curators, film and media producers, historical interpreters, historic preservationists, policy advisers, local historians, and community activists, among many other job descriptions. All share an interest and commitment to making history relevant and useful in the public sphere.”

(p. 161)

POLITICS & HISTORY, BACHELOR OF ARTS

*Effective Fall 2021, HNU will not be accepting any new students into this program.

Lower Division Requirements Courses:

PSCI 1	Introduction to Political Science:	3
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PSCI 6/HIST 6	United States Government	3
HIST 17A	World Politics and Geography	3
HIST 17B	United States History Survey: 1607-1877	3
	United States History Survey: 1877-1990s	3

Subtotal: 12

Proficiency in a second language highly recommended

Requirements of the Major

15 upper-division units

PSCI 102(W)/SOC 166(W)	Comparative Political Systems	3
PSCI 120	Dynamics of International Relations	3
HIST 170(W)	United States: Social and Cultural History	3
HIST 183	California History	3
HIST 185	Diplomacy and Foreign Policy: United States and the World	3

Emphases: Historical Studies or Political Science (12 units)

Students in the Politics & History major must select either a "Historical Studies emphasis" or "Political Science emphasis" to complete their course of study. See Below:

Historical Studies Emphasis

HIST 124(W)	Contemporary Europe	3
	OR	
HIST 165C	History of the Middle East and North Africa	3
HIST 160A/LALS 160A	Pre-Columbian Latin America	3
	OR	
HIST 160B/LALS 160B	Latin America from Colonization through Independence	3
	OR	
HIST 160C/LALS 160C	Contemporary Latin American History	3
HIST 165A(W)	East Asia: History, Culture, Politics	3
	OR	
HIST 165B(W)	Pacific Rim Business and Culture	3

The following courses can be used to substitute for courses in the "Historical Studies" emphasis, pending approval by a student's faculty advisor.

HIST 126 The City: Culture, History, and Power

HIST 172	African American Communities and Experiences	
HIST 174	Asian American Communities and Experiences	
HIST 177	Latinx Communities and Experiences	
HIST 178	U.S. Religious Communities and Experiences	
HIST 179	U.S. Experiences: Special Topics	

Political Science Emphasis

PSCI 114	Comparative Revolutions	3
RLST 122	Religion, Philosophy, and Human Rights	3
	OR	
COMM 122	Mediation and Conflict Resolution	3
PSCI 169/SOC 169	Power and Powerlessness	4

PSYCHOBIOLOGY

*Effective Fall 2021, HNU will not be accepting any new students into this program.

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, Biological Sciences, and Chemistry for course listings.*

PSYCHOBIOLOGY, BACHELOR OF ARTS

A total of 32 units of preparation and a minimum of 33 units of coursework within the major distributed across Psychology and Biological Sciences.

Lower Division Requirements Courses

BIOL 1A	Principles of Biological Science I	4
BIOL 1B	Principles of Biological Science II	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
PSYC 1	Introduction to Psychology	3
PSYC 20	Introductory Psychology Seminar	4
PSYC 63	Statistical Methods	3

Requirements of the Major (33–34 units) Biology (14 units)

BIOL 100	Animal Behavior	3
	OR	
BIOL 120	Natural History of California	3
BIOL 117	Comparative Vertebrate Anatomy and Embryology	3
	PLUS	
BIOL 117L	Comparative Vertebrate Anatomy and Embryology Laboratory	2

	OR	
BIOL 140	Immunology	3
	PLUS	
BIOL 175L	Modern Molecular Biology Laboratory Techniques	2
	OR	
BIOL 150	Cell and Developmental Biology	3
	PLUS	
BIOL 175L	Modern Molecular Biology Laboratory Techniques	2
BIOL 115	Advanced Human Physiology	3
BIOL 160	Genetics	3

Subtotal: 14

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

Subtotal: 33-34

PSYC 198 should be taken for 3 units to meet the Senior Seminar requirement.

PSYCHOBIOLOGY, BACHELOR OF SCIENCE

A total of 44 units of preparation and a minimum of 37 units of coursework within the major, distributed across Psychology and Biological Sciences.

Lower Division Requirements Courses:

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

	Quantitative Analysis	
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 I	4
BIOL 1B	Principles of Biological Science II	4
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
PSYC 1	Introduction to Psychology	3
PSYC 20	Introductory Psychology Seminar	4
PSYC 63	Statistical Methods	3

Subtotal: 44

Requirements of the Major (37–38 units)

Biology and Chemistry (18 units)

BIOL 100	Animal Behavior OR	3
BIOL 120	Natural History of California	3
BIOL 117	Comparative Vertebrate Anatomy and Embryology PLUS	3
BIOL 117L	Comparative Vertebrate Anatomy and Embryology Laboratory	2
	OR	
BIOL 140	Immunology PLUS	3
BIOL 175L	Modern Molecular Biology Laboratory Techniques	2
	OR	
BIOL 150	Cell and Developmental Biology PLUS	3
BIOL 175L	Modern Molecular Biology Laboratory Techniques	2
BIOL 115	Advanced Human Physiology	3
BIOL 160	Genetics	3
BIOL 130	Biochemistry: Information Pathways	4

Subtotal: 18

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 OR	4
BIOL 192(W)	Biological Science Senior Seminar OR	3
PSYC 198	Research	1-3

Subtotal: 37-38

PSYC 198 should be taken for 3 units to meet the Senior Seminar requirement.

PSYCHOLOGY

Working within a liberal arts framework, students majoring in Psychology at Holy Names University come to an understanding of persons, the processes by which they develop, and the effects of cultural, social, and environmental factors on behavior.

Fields within Psychology include social psychology, personality, clinical and counseling psychology, developmental psychology, biological psychology, cognitive psychology, experimental psychology, and psychological measurement and assessment.

The goals of the HNU program include (1) a breadth of knowledge in psychology; (2) exposure to various fields of psychology, including the research methods used to study them; (3) critical thinking within a psychological perspective; (4) skill in spoken and written communication of psychological material (including writing in the APA format); (5) awareness of, and concern for, values and ethics as they apply to various fields in psychology; and (6) enhancement of the student’s own personal and interpersonal awareness and growth.

The HNU program also offers small class size and flexibility of program design; studies culminate in an integrative senior seminar with an emphasis on the history of psychology. Within the context of a basic set of courses, students can design a program preparing them for graduate school or a wide variety of careers. Internships based on student interests are encouraged in the junior or senior year.

In the workplace, psychology applies its knowledge and methodology to practical problems and concerns. Psychology majors work in many areas, such as education, business, social service and other helping professions.

After graduate study, Psychology alumni have entered careers in such areas as marriage and family counseling, social work, clinical psychology, college and university teaching, law, educational administration, organizational development, theology, and ministry.

The program awards the Kennedy-Parrish Psychology Scholarship, a partial tuition grant open to full-time juniors and seniors in Psychology. The award is based on need, scholastic achievement, and promise in psychology.

See index or search for Psychology Courses

PSYCHOLOGY, BACHELOR OF ARTS

Learning Outcomes

- Broad knowledge of the theories and research findings in the different areas of psychology
- Ability to systematically assess and evaluate psychological research
- Effective use of the qualitative and quantitative methods necessary to investigate a research question within psychology
- Demonstration of the spoken and written communication skills required within psychology
- Awareness of, and concern for, the values and ethics within the field of psychology
- Insight into how psychological research can explain one's own personal behavior and interpersonal relationships

Lower Division Requirements

Psychology (traditional program)

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

Psychology (Bachelor Completion program)

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

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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Social Science (Strongly Recommended):

SOCI 1	Introduction to Sociology	3
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Philosophy (Strongly Recommended):

Requirements of the Major (30 upper-division units)

Statistics-Methodology (8 units)

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

108(W)

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 (4 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	Organizational Behavior	3

148(W)/BSAD
148(W)

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.

Coursework 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.

21 Units Courses

PSYC 1	Introduction to Psychology	3
18 additional units, selected in consultation with the student's advisor.		18

Subtotal: 21

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 192 or 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.

See index or search for Sociology Courses

SOCIOLOGY, BACHELOR OF ARTS

Learning Outcomes:

- Describe and identify different social theories, the social-historical context within which they arose, and use them to understand and analyze social behavior across different institutional domains. Explain how that changing context influences the forms of social knowledge that are produced.
- Select and apply social scientific research methods to the study of sociological questions.
- Synthesize empirical data to evaluate the opportunities and limits of one's own personal agency within the larger social structure. 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.
- 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.

***In addition to the "generalist" path presented below, 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. Requirements for those emphases follow the generalist description.**

Lower Division Requirements

Courses:

PSYC 1	Introduction to Psychology	3
PSYC 63	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

Requirements of the Major

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 (3 in Bachelor Completer program)

Social Issues (*choose one*)

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

Racial and Ethnic Studies (*choose one*)

SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177/LALS 177	Latinx 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 192	Internship Seminar in Sociology	4
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Sociology Emphases

As the study of sociology presents varied career possibilities, students will choose one of the following three emphases for their sociology major: Global Studies, Diversity Studies, or Human Services.

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.

SOCI 5	Culture, Experience, and Society	3
	OR	
PSCI 6/HIST 6	World Politics and Geography	3
SOCI 163/CRIM 163	Theoretical Images of Crime, Deviance and Social Control	4
	And one of the following courses:	
SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177/LALS 177	Latinx 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

Human Services Emphasis

This emphasis is designed to appeal to students who may have an interest in social work or the non-profit/community sector.

Additional Preparations

PSYC 30	Introduction to Life-Span Development	3
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Public Policy

SOCI 168/PSYC 169	Community Psychology	3
	And one of the following courses:	
SOCI 156/HLTH 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

Global Studies Emphasis

The Global Studies emphasis provides a broad overview of the sociological processes taking place across the world which affect life in the United States today.

Additional Preparations (choose one)

SOCI 5	Culture, Experience, and Society	3
PSCI 6/HIST 6	World Politics and Geography	3

International Affairs (choose one)

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

Public Policy (choose one)

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

SOCIOLOGY MINOR

21 Units

Coursework

SOCI 1	Introduction to Sociology	3
	18 additional units, selected in consultation with the student's advisor.	18

Subtotal: 21

UNITED STATES CULTURES

United States Cultures is a coherent series of courses which can be taken as a minor or as part of a self-designed major; United States Cultures is not a major by itself. United States Cultures is designed to give students a deeper appreciation of the histories, perspectives, and creative contributions of individuals from the broad spectrum of United States society. To this end, coursework focuses not only on the experiences of different racial and ethnic communities, but also gives consideration to contemporary issues relating to social class, gender, religion, and sexual orientation. The curriculum takes an integrative view toward diversity by encouraging students to look at historical and social events from multiple perspectives. The curriculum also considers how past and current experiential differences have led Americans from various backgrounds to acquire different values, customs, modes of expression, and to be exposed to different social problems and inequalities.

Students following a program of study in U.S. Cultures should develop a sense of their own cultural heritage as well as come to understand the cultural backgrounds of others. Students should also acquire some understanding of how to interact successfully with people from different backgrounds and should be able to apply their knowledge to real world problems requiring insight into ethnic, gender, and/or class differences in the United States. The program of study in U.S. Cultures is excellent preparation for employment and management in any diverse workplace or community service organization. It is also excellent preparation for a career in teaching and for graduate school.

To have United States Cultures as part of a related-fields major, students must take no fewer than 15 upper-division units from the following list, for a total of no fewer than 36 upper-division units in both disciplines. To minor in U.S. Cultures, a student should have no fewer than 21 upper and lower-division units. No more than 9 units may be used to satisfy requirements in both a student's major and minor. Consult your faculty advisor for more information.

Lower Division Courses

History

HIST 17A	United States History Survey: 1607-1877	3
HIST 17B	United States History Survey: 1877-1990s	3

Social Science

SOCI 1	Introduction to Sociology	3
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Upper Division Courses

Racial and Ethnic Issues

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

Gender

PSYC 147/SOCI 147	Gender Issues	3
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Religion

RLST 165C	Themes in Contemporary Theology: God	3
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Language

LING 147	Modern American English	3
LING 154	OR Sociolinguistics	3

Literary Expression

ENGL 133(W) A	OR Selected Topics in Literature: Stories of Time and Place	3
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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/LALS 177	Latinx Communities and Experiences	3

An internship that provides work experiences with people from diverse backgrounds is strongly recommended.

SCHOOL OF EDUCATION & LIBERAL ARTS

The mission of the School of Education & Liberal Arts at Holy Names University is to support and engage educators and researchers who view their work through a lens of equity. This vital purpose is achieved in several distinct ways:

- Engaging in solidarity with both local and global struggle
- Engaging in issues of race, language and power
- Supporting students in imagining and actualizing their passion
- Holding high expectations while offering deep personal support and mentoring that leads to high success rates within the various programs
- Providing transformative coaching of candidates in their specific field placement

Finally, the School of Education & Liberal Arts will work to create and maintain a community of alumni, students, faculty, and staff who value and act on behalf of our shared vision.

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. 123)

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.

EDUCATION

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 School of Education & Liberal Arts. 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 School of Education & Liberal Arts at Holy Names University is focused on preparing dedicated educators for the urban schools of Oakland, nearby cities, and throughout the nation. The School'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 School of Education & Liberal Arts 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 School of Education & Liberal Arts 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 California Teachers Performance Assessment (CalTPA), 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 during the admissions process.
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 during the admissions process.

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). 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 Program Coordinator/Dean. 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 California Teaching Performance Assessments (CalTPA).
5. Prior to applying for the initial Multiple Subject and Education Specialist 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.

Classification of Students in Specific Education Program Pathways

Credential students are considered 5th-year undergraduate students for the purpose of receiving financial aid. Students dually enrolled in a credential and Masters programs are considered graduate students.

Suitability for Practice Meeting

The faculty of the School of Education & Liberal Arts 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 as described in this catalog.

Education Courses (p. 150)

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 Program Coordinator/Dean.

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.

Classification of Students in Specific Education Program Pathways

Students dually enrolled in a credential and Masters programs are considered graduate students from the point of Admissions until the point of Graduation.

M.Ed. Urban Education: K-12 Education

(Multiple Subjects/Single Subject Credential +15-16 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 15-16 units.

NOTE: Candidates not prepared for their Masters Thesis upon completing of **EDUC 290: Educational Research** may be advised to take an additional 2-unit course, **EDUC 293: Proposal Development**, prior to their Masters Culminating Activity.

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 266/EDUC 166	Educational Assessment	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

LBST 236	Hip Hop in the Contemporary World	3
LING 245	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
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M.Ed. Urban Education: Special Education

(Educational Specialist Mild/Moderate credential + 15-16 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 15-16 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."

NOTE: Candidates not prepared for their Masters Thesis upon completing of **EDUC 290: Educational Research** may be advised to take an additional 2-unit course, **EDUC 293: Proposal Development**, prior to their Masters Culminating Activity.

Required Courses

M.Ed. Core Courses

EDUC 200	Social Foundations in Education	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 264	Assessment in Special Education	3
EDUC 265	Positive Learning Environments for Behavior Management	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
LBST 236	Hip Hop in the Contemporary World	3

LING 245 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.

NOTE: Candidates not prepared for their Masters Thesis upon completing of **EDUC 290: Educational Research** may be advised to take an additional 2-unit course, **EDUC 293: Proposal Development**, prior to their Masters Culminating Activity.

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 266/EDUC 166 Educational Assessment 3
 EDUC 290 Educational Research 3
 EDUC 298 Culminating Scholarly Activity 3
 EDUC 298: prerequisite EDUC 290 + an approved proposal

One Required Elective from the following:

EDUC 295 Using Educational Research Tools 2

EDUC 305 Latino Culture 3
 LBST 236 Hip Hop in the Contemporary World 3

LING 245 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/Dean.

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 Program Coordinator/Dean 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 Program Coordinator/Dean, and the Lead, if necessary.

MASTER OF TEACHING

The study for the Master of Arts in Teaching (MAT) degree is designed for credential candidates who want to develop their expertise in teaching. The MAT is comprised of 7 units of masters courses to be completed after credential work.

Students are required to complete all 7 units of coursework.

Learning Outcomes

- Enhanced skills in teaching and learning through the development of an advanced lesson and curriculum design.
- Further development of advanced teaching skills.
- Advancing skills in assessment and teacher reflection.

Degree Requirements

Credential candidates pursuing the Master of Arts in Teaching (MAT) will use their California Teacher Performance Assessment (CalTPA) as the foundation for their masters degree project. The CalTPA requires candidates to develop, teach, and assess students understanding of units of learning. There are two teaching cycles in the CalTPA. MAT candidates will turn their CalTPA into a masters project that demonstrates advanced skill in teaching, learning, assessment and teacher reflection.

This degree program is only available to students who have completed and earned a teaching credential.

The MAT is comprised of 3 specific courses post-credential:

EDUC 241: Issues in Urban Education (3 units): 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 teacher 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 245: Curriculum Development (1 unit): Procedures for curriculum design, implementation, and evaluation are studied. Contemporary curricula and instructional practice are examined as outgrowths of major movements in American curriculum. Philosophy, culture, and theories of human development are related to the curriculum planning process. The appropriate roles of staff, parents, pupil and community in curricular design making are studied.

EDUC 291: Teacher Research (3 units): This course introduces a relatively new genre of educational research: teacher research. With an emphasis on reflective practice, it is directed at increasing the knowledge base about teaching. This form of research is an action-oriented process through which teachers investigate issues they have identified as significant for their students and their classrooms. Further, it emphasizes teacher conversations in which teachers can identify possibilities for creating changes in urban classrooms. High value is placed on teacher knowledge and the potential it holds for contributing to learning to teach and to the personal, professional development of practicing educators.

Multiple Subjects Intern Credential

Below is the list of courses required for completion of a Multiple Subjects Intern Credential and a Master of Arts in Teaching.

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 203	Theories and Methods for Second Language Acquisition	3
EDUC 166/EDUC	Educational Assessment	2

266					Mathematics	
EDUC 330A	Teaching in the Elementary School	2-3	EDUC 332	Curriculum and Instruction in the Elementary School: Social Studies	2	
EDUC 331	Curriculum and Instruction in the Elementary Schools: Mathematics	2	EDUC 333	Curriculum and Instruction in the Elementary School: Science	2	
EDUC 332	Curriculum and Instruction in the Elementary School: Social Studies	2	EDUC 334	Curriculum and Instruction in the Elementary School: Reading	3	
EDUC 333	Curriculum and Instruction in the Elementary School: Science	2	EDUC 355	Introduction to CalTPA	1	
EDUC 334	Curriculum and Instruction in the Elementary School: Reading	3	EDUC 356	CalTPA	1	
EDUC 355	Introduction to CalTPA	1	EDUC 241	Issues in Urban Education	3	
EDUC 356	CalTPA	1	EDUC 245	Curriculum Development	1	
EDUC 330I	Internship Teaching	8	EDUC 291	Teacher Research	3	
EDUC 241	Issues in Urban Education	3				Subtotal: 39-
EDUC 245	Curriculum Development	1				42
EDUC 291	Teacher Research	3				
		Subtotal: 40-43				

Single Subject Intern Credential

Below is the list of courses required for completion of a Single Subject Intern Credential and a Master of Arts in Teaching.

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 203	Theories and Methods for Second Language Acquisition	3
EDUC 166/EDUC 266	Educational Assessment	2
EDUC 320A	Teaching in the Secondary School	2-3
EDUC 320I	Internship Teaching	6
EDUC 321	Curriculum and Instruction in the Secondary Schools: Mathematics	3
EDUC 322	Curriculum and Instruction in the Secondary School: Social Studies/History	3
EDUC 323	Curriculum and Instruction in the Secondary School: Science	3
EDUC 324	Curriculum and Instruction in the Secondary School: English	3
EDUC 325	Curriculum and Instruction in the Secondary Schools: Art	3
EDUC 326	Curriculum and Instruction in the Secondary School: Physical Education	3

EDUC 340 is an additional course that may be required of specific intern credential candidates who require additional support to establish intern eligibility. This is based on prior teaching experience and time spent in this credential program. Candidates with one year or more of prior full-time teaching experience in public school are waived from this requirement.

Multiple Subjects Student Teaching Credential

Below is the list of courses required for completion of a Multiple Subjects Student Teaching Credential and a Master of Arts in Teaching.

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 166/EDUC 266	Educational Assessment	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 330A	Teaching in the Elementary School	2-3
EDUC 330C	Teaching in the Elementary School	6
EDUC 331	Curriculum and Instruction in the Elementary Schools:	2

EDUC 327	Curriculum & Instruction Secondary School: Music	3
EDUC 328	Curriculum and Instruction in the Secondary School: World Languages	3
EDUC 317	Curriculum and Instruction in the Secondary School	1/2
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	2
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1
Subtotal:		38-41

Single Subject credential candidates only need to complete ONE of the following Curriculum & Instruction Courses:

EDUC 321
EDUC 322
EDUC 323
EDUC 324
EDUC 326
EDUC 327
EDUC 328

EDUC 340 is an additional course that may be required of specific intern credential candidates who require additional support to establish intern eligibility. This is based on prior teaching experience and time spent in this credential program. Candidates with one year or more of prior full-time teaching experience in public school are waived from this requirement.

Single Subject Student Teaching Credential

Below is the list of courses required for completion of a Single Subject Student Teaching Credential and a Master of Arts in Teaching.

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 166/EDUC 266	Educational Assessment	2
EDUC 320A	Teaching in the Secondary	2-3

EDUC 320C	School Teaching in the Secondary School	6
EDUC 321	Curriculum and Instruction in the Secondary Schools: Mathematics	3
EDUC 322	Curriculum and Instruction in the Secondary School: Social Studies/History	3
EDUC 323	Curriculum and Instruction in the Secondary School: Science	3
EDUC 324	Curriculum and Instruction in the Secondary School: English	3
EDUC 325	Curriculum and Instruction in the Secondary Schools: Art	3
EDUC 326	Curriculum and Instruction in the Secondary School: Physical Education	3
EDUC 327	Curriculum & Instruction Secondary School: Music	3
EDUC 328	Curriculum and Instruction in the Secondary School: World Languages	3
EDUC 317	Curriculum and Instruction in the Secondary School	1/2
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	2
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1
Subtotal:		37

Single Subject credential candidates only need to complete ONE of the following Curriculum & Instruction Courses:

EDUC 321
EDUC 322
EDUC 323
EDUC 324
EDUC 326
EDUC 327
EDUC 328

IMPORTANT: Before beginning the Master of Arts in Teaching (MAT), students must have completed all degree requirements for one of the following credential degrees:

- Multiple Subjects Preliminary Credential
- Single Subject Preliminary Credential

* additional consideration can be made for Education Specialist: Mild/Moderate candidates who have not completed a CalTPA (or teacher performance assessment equivalent) but

have an applicable replacement in their candidate portfolio that has been specifically approved by the Dean of the School of Education

Subtotal: 7

Credential Programs

The School of Education & Liberal Arts 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 effective 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.

REQUIREMENTS FOR FIELD PRACTICE

Credential programs in the School of Education & Liberal Arts at Holy Names University place candidates in the following 3 school districts for field placement observation participation hours, as well as for their clinical practicum:

- Oakland Unified School District (OUSD)
- West Contra Costa Unified School District (WCCUSD)
- Hayward Unified School District (HUSD)

Candidates who wish to teach on an internship credential must seek employment in one of the above mentioned districts, or a district within the service area of Holy Names University. The service area for the School of Education encompasses several schools in West Contra Costa County and Alameda County. Prior to accepting

employment, please contact the HNU Credential Analyst to determine if the School of Education has a memorandum of understanding with the desired district of employment.

According to the Commission on Teacher Credentialing,

Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms (CTC 2015 Preliminary General Education Program Standard 3).

Clinical Practice consists of a minimum of 600 hours throughout Holy Names University Education Department credential programs. Clinical experiences include

supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Candidates who choose to become interns must complete early field supervised experiences in a mentor's classroom.

At HNU, supervised early field experiences include a minimum of 50 hours of clinical practice in schools with diverse settings *that reflect the diversity of California's student population*. Supervised early field experiences are a requirement of Curriculum and Instruction courses.

Initial student teaching occurs prior to final (full time) student teaching for candidates who choose the student teaching route, rather than internship teaching.

During final student teaching, credential candidates complete 16 weeks of full time student teaching (a minimum of 30 hours per week x 16 weeks; including 4 weeks of solo teaching).

Due to the nature and goals of clinical experience, the School of Education & Liberal Arts at Holy Names

University does not allow candidates employed as paraeducators or other staff to complete clinical experience hours as part of their employment. Candidates who maintain employment as paraeducators or other staff during the academic school year must complete clinical hours when they are not working in the capacity as a paraeducator or other staff. Candidates who seek the student teaching route to complete their clinical hours must do so with a fully credentialed teacher approved by the School of Education & Liberal Arts for a minimum of 480 hours (30 hours per week x 16 weeks).

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. (retrieved from California Commission on Teacher Credentialing Preliminary Multiple Subject/ Single Subject Credential Standards)

Candidates who work in private schools as the teacher of record will receive 450 hours of clinical practice in their employment setting towards the required minimum 600 hours. The School of Education & Liberal Arts at Holy Names University requires a minimum of 150 hours of clinical practice in a public school as a part of the minimum of 600 hours of required clinical experiences for candidates. Candidates must complete the 180 hours with 6 weeks of full-time student teaching, with a master teacher in a public school, during the academic year approved by the School of Education & Liberal Arts.

Multiple and Single Subject candidates who choose to do their student teaching in a private or non-public school may do one placement of 10 weeks X 30 hours and one placement of 6 weeks X 30 hours in each of the public and private/non-public school placements during the academic school year. The student demographic of the private/non-public school must reflect that of the 3 specified districts previously mentioned.

Ed Specialist-Mild Moderate candidates who choose to do their student teaching in a private or non-public school may do one placement of 8 weeks X 30 hours in a private/non-public setting and 8 weeks x 30 hours in a public school placement during the academic school year. The student demographic of the private/non-public

school must reflect that of the 3 specified districts previously mentioned.

MULTIPLE SUBJECT TEACHING CREDENTIAL

The Multiple Teaching Credential program consists of the curriculum below. 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 Credential program may be enrolled in either the regular student teaching or the college internship strands. For more information about the internship strand, click here (p. 83). Regular and internship strands begin with the core Educational Theory courses.

Educational Theory Courses

12 units

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 166/EDUC 266	Educational Assessment	2

Subtotal: 12

Multiple Subject Teaching Credential Courses

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 School of Education & Liberal Arts for current requirements.

Curriculum and Instruction Courses (9 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	2

EDUC 334	Elementary School: Science Curriculum and Instruction in the Elementary School: Reading	3
		Subtotal: 9

Fieldwork/Teaching Courses (11 units)

EDUC 330A	Teaching in the Elementary School	2-3
EDUC 330C	Teaching in the Elementary School	6
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1

California Teaching Performance Assessment (CalTPA)

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 California Teaching Performance Assessment (CalTPA).

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 California Teaching Performance Assessment (CalTPA). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3
EDUC 307B	Teaching in the Bilingual Classroom: Spanish (Multiple Subject)	1-3

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

Prerequisites (0-6.5 units)

The following prerequisite coursework is required for all candidates pursuing a Multiple Subjects Credential if these

requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language
- Computers for Educators
- Health for Educators
- Physical Education for Educators

Subtotal: 0-6

MULTIPLE SUBJECT INTERNSHIP TEACHING CREDENTIAL

The Multiple Subject Internship Teaching Credential program consists of the curriculum below. 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 Credential program may be enrolled in either the regular student teaching or the college internship strands. For more information about the regular student teaching strand, click here. (p. 82) 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. The internship strand begins with the core Educational Theory courses.

**Educational Theory Courses
13-14 units**

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 166/EDUC 266	Educational Assessment	2
EDUC 340	Introduction to Internship Teaching	1-2

Students will need to discuss with credential analyst whether 1 or 2 units of EDUC 340 are required, and what impact that has on the number of internship units required.

Multiple Subject Internship Teaching Credential Courses

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.

Curriculum and Instruction Courses (9 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
Subtotal: 9		

Fieldwork/Teaching Courses (11 units)

EDUC 330A	Teaching in the Elementary School	2-3
EDUC 330I	Internship Teaching	8
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1

California Teaching Performance Assessment (CalTPA)

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 California Teaching Performance Assessment (CalTPA).

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 California Teaching Performance Assessment (CalTPA). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

Bilingual Authorization Curriculum

Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3
EDUC 307B	Teaching in the Bilingual Classroom: Spanish (Multiple Subject)	1-3

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

Prerequisites (0-6.5 units)

The following prerequisite coursework is required for all candidates pursuing a Multiple Subjects Credential if these requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language
- Computers for Educators
- Health for Educators
- Physical Education for Educators

SINGLE SUBJECT INTERNSHIP CREDENTIAL

The Single Subject Teaching Credential program consists of the curriculum below. 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 Single Subject Credential program may be enrolled in either the regular student teaching or the college internship strands. For more information about the regular student teaching strand, click [here](#) (p. 85). 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 core Educational Theory courses.

California Teaching Performance Assessment (CalTPA)

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 California Teaching Performance Assessment (CalTPA).

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 California Teaching Performance Assessment (CalTPA). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

**Educational Theory Courses
13-14 units**

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 166/EDUC 266	Educational Assessment	2
EDUC 340	Introduction to Internship Teaching	1-2

Students will need to discuss with credential analyst whether 1 or 2 units of EDUC 340 are required, and what impact that has on the number of internship units required.

Single Subject Internship Credential Courses

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.

Curriculum and Instruction Courses (7 units)

EDUC 317	Curriculum and Instruction in the Secondary School	1/2
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	2
EDUC 321-327	One of the subject-specific pedagogy courses	2

Fieldwork/Teaching Courses (11 units)

EDUC 320A	Teaching in the Secondary	2-3
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	School	
EDUC 320I	Internship Teaching	6
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3
EDUC 307A	Teaching in the Bilingual Classroom: Spanish (Single Subject)	1-3

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

Prerequisites (0-5.5 units)

The following prerequisite coursework is required for all candidates pursuing a Single Subject Credential if these requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language
- Computers for Educators
- Health for Educators

Subtotal: 0-5.5

SINGLE SUBJECT TEACHING CREDENTIAL

The Single Subject Teaching Credential program consists of the curriculum below. 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 Single Subject Credential program may be enrolled in either the regular student teaching or the college internship strands. For more information about the college internship strand, click here. (p. 84) Regular and internship strands begin with the core Educational Theory courses.

California Teaching Performance Assessment (CalTPA)

As of July 1, 2008, successful completion of an approved Teaching Performance Assessment 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 California Teaching Performance Assessment (CalTPA).

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 CalTPA. Evidence of beginning preparation for successful classroom teaching occurs as candidates complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

Educational Theory Courses

12 units

EDUC 100/EDUC 200	Social Foundations in Education	2
EDUC 101/EDUC 201	Educational Psychology	2
EDUC 102A	Educating Students with Special Needs	2
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 103/EDUC 203	Theories and Methods for Second Language Acquisition	2
EDUC 166/EDUC 266	Educational Assessment	2

Single Subject Credential Courses

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.

Curriculum and Instruction Courses (7 units)

EDUC 317	Curriculum and Instruction in the Secondary School	1/2
EDUC 335	Curriculum and Instruction in the Secondary School: Reading	2
EDUC 321-327	One of the subject-specific pedagogy courses	2

Fieldwork/Teaching Courses (11 units)

EDUC 320A	Teaching in the Secondary School	2-3
EDUC 320C	Teaching in the Secondary School	6
EDUC 355	Introduction to CalTPA	1
EDUC 356	CalTPA	1

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
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EDUC 305	Latino Culture	3
EDUC 307A	Teaching in the Bilingual Classroom: Spanish (Single Subject)	1-3

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

Prerequisites (0-5.5 units)

The following prerequisite coursework is required for all candidates pursuing a Single Subject Credential if these requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language
- Computers for Educators
- Health for Educators

Subtotal: 0-5.5

PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: MILD/MODERATE SUPPORT NEEDS

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 or the Single Subject option. The general education courses completed as a part of the Education Specialist: Mild/Moderate Support Needs Credential may be credited toward the completion of the Multiple Subject or Single Subject Credential.

Students in the Preliminary Education Specialist Credential: Mild/Moderate Support Needs program may be enrolled in either the regular student teaching or the college internship strands. For more information about the college internship strand, click here. (p. 87)

California Teaching Performance Assessment

As of July 1, 2022, successful completion of an approved Teaching Performance Assessment (TPA) is required to earn a California Preliminary Education Specialist: Mild/Moderate Support Needs credential. Candidates entering teacher preparation programs at Holy Names University are required to complete the California Teaching Performance Assessment (CalTPA).

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 California Teaching Performance Assessment (CalTPA). Evidence of beginning preparation for successful classroom teaching occurs as candidates

complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

Prerequisites (0-3.5 units)

The following prerequisite coursework is required for all candidates pursuing a Education Specialist: Mild Moderate Support Needs Credential if these requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language

Subtotal: 0-3.5

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

Special Education Core

25 units

EDUC 261	Introduction to Mild/Moderate Disabilities	3
EDUC 263	Instructional Strategies for Students with Reading Difficulties	3
EDUC 264	Assessment in Special Education	3
EDUC 265	Positive Learning Environments for Behavior Management	3
EDUC 267	Counseling and Collaboration Skills for Professionals	2
EDUC 269	Math Strategies for Students with Mild/Moderate Disabilities	3
EDUC 270	Curriculum and Instruction for Students with Mild/Moderate Disabilities K-12	2-3
EDUC 271	Technology for Students with Mild/Moderate Disabilities	2-3
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

Multiple Subject Option

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

Fieldwork/Teaching Courses (5 units)

EDUC 330A	Teaching in the Elementary School	2-3
EDUC 361	Field Studies Practicum for Mild/Moderate Disabilities	3

Single Subject Option

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

Fieldwork/Teaching Courses (5 units)

EDUC 320A	Teaching in the Secondary School	2-3
EDUC 361	Field Studies Practicum for Mild/Moderate Disabilities	3

Bilingual Authorization Curriculum

Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3
EDUC 307A	Teaching in the Bilingual Classroom: Spanish (Single Subject)	1-3
	OR	
EDUC 307B	Teaching in the Bilingual Classroom: Spanish (Multiple Subject)	1-3

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

PRELIMINARY EDUCATION SPECIALIST

INTERNSHIP CREDENTIAL: MILD/MODERATE SUPPORT NEEDS

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 or the Single Subject option. The general education courses completed as a part of the Education Specialist: Mild/Moderate Support Needs Credential may be credited toward the completion of the Multiple Subject or Single Subject Credential.

Students in the Preliminary Education Specialist Credential: Mild/Moderate Support Needs program may be enrolled in either the regular student teaching or the

college internship strands. For more information about the regular student teaching strand, click here. (p. 86)

California Teaching Performance Assessment

As of July 1, 2022, successful completion of an approved Teaching Performance Assessment (TPA) is required to earn a California Preliminary Education Specialist: Mild/Moderate Support Needs credential. Candidates entering teacher preparation programs at Holy Names University are required to complete the California Teaching Performance Assessment (CalTPA).

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 California Teaching Performance Assessment (CalTPA). Evidence of beginning preparation for successful classroom teaching occurs as candidates complete CalTPA 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 CalTPA scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of CalTPA. A candidate who does not succeed initially will have the opportunity for coaching and to revise and resubmit the CalTPA.

Prerequisites (0-3.5 units)

The following prerequisite coursework is required for all candidates pursuing a Education Specialist: Mild Moderate Support Needs Credential if these requirements have not already been previously satisfied in a prior degree program:

- U.S. Constitution Exam
- Linguistics/Fundamentals of Language

Subtotal: 0-3.5

Educational Theory Courses

7-8 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 340	Introduction to Internship Teaching	1-2

Students will need to discuss with credential analyst whether 1 or 2 units of EDUC 340 are required, and what impact that has on the number of internship units required.

Special Education Core

25 units

EDUC 261	Introduction to Mild/Moderate Disabilities	3
EDUC 263	Instructional Strategies for Students with Reading Difficulties	3
EDUC 264	Assessment in Special Education	3
EDUC 265	Positive Learning Environments for Behavior Management	3
EDUC 267	Counseling and Collaboration Skills for Professionals	2
EDUC 269	Math Strategies for Students with Mild/Moderate Disabilities	3
EDUC 270	Curriculum and Instruction for Students with Mild/Moderate Disabilities K-12	2-3
EDUC 271	Technology for Students with Mild/Moderate Disabilities	2-3
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

Multiple Subject Option

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

Fieldwork/Teaching Courses (6 units)

EDUC 356	CalTPA	1
EDUC 361I	Special Education Internship Teaching	1-4

Students will take a minimum of 1 unit of EDUC 361I during each semester of internship teaching and must earn at least 3 units before the credential can be conferred.

Single Subject Option

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

Fieldwork/Teaching Courses (6 units)

EDUC 356	CalTPA	1
EDUC 361I	Special Education Internship Teaching	1-4

Students will take a minimum of 1 unit of EDUC 361I during each semester of internship teaching and must earn at least 3 units before the credential can be conferred.

Bilingual Authorization Curriculum Courses:

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

EDUC 307A	Teaching in the Bilingual Classroom: Spanish (Single Subject) OR	1-3
EDUC 307B	Teaching in the Bilingual Classroom: Spanish (Multiple Subject)	1-3

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

Bilingual Authorization, Spanish

Students may pursue Bilingual Authorization in Spanish at Holy Names University without being enrolled in a credential 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.

IMPORTANT: Candidates must have a preliminary credential in order to add this BILA Authorization. They can either complete a preliminary credential at Holy Names University (pre-service) or enter the program with an already earned teaching credential (in-service).

BILINGUAL AUTHORIZATION

Bilingual Authorization Curriculum Courses:

EDUC 304	Bilingual Education Methods: Theory and Practice	3
EDUC 305	Latino Culture	3
EDUC 307A	Teaching in the Bilingual Classroom: Spanish (Single Subject) OR	1-3
EDUC 307B	Teaching in the Bilingual Classroom: Spanish (Multiple Subject)	1-3

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

EDUCATIONAL THERAPY

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: 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 as described in this catalog.

Educational Therapy Courses (p. 148)

EDUCATIONAL THERAPY, MASTER OF ARTS

(Educational Therapist Certificate (p. 90) coursework together with a minimum of 6 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 (p. 90), plus a minimum of 6 units in the research strand. This option requires a minimum of 33 units of graduate course work.

Research Strand Requirements

6 units

EDTH 290	Educational Research	3
EDTH 298A	Thesis/Culminating Activity	3
EDTH 290		

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

Educational Research and Completion of Thesis

All students must take Educational Research, EDTH 290, and EDTH 298, Thesis. These 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 Coordinator/Dean.

EDUCATIONAL THERAPY CERTIFICATE

Required Courses

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

EDTH 259	Neuropsychological Principles in Education	3
EDTH 261	Introduction to Mild/Moderate Disabilities	3
EDTH 263	Instructional Strategies for Students with Reading Difficulties	3
EDTH 264	Assessment in Special Education	3
EDTH 266	Advanced Assessment	3
EDTH 268A	The Roles of Educational Therapists	2
EDTH 268B	Business Practices for the Educational Therapist	1
EDTH 296	Internship in Educational Therapy	3
		Subtotal: 21

*Twenty-seven (27) units are required in order to earn the Educational Therapy Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal twenty-seven (27) units.

** EDTH 296 Internship in Educational Therapy: for Fall & Spring semesters, internship is two times (2x) per week, plus supervisor meetings. In Summer semester, internship is five times (5x) per week for six (6) weeks, plus supervisor meetings.

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

EDUC 200	Social Foundations in Education	3
EDTH 269	Math Strategies for Students with Mild/Moderate Disabilities	3
EDUC 271	Technology for Students with Mild/Moderate Disabilities	2-3
CPSY 271	Trauma, Loss and Grief	3
CPSY 274	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	2

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 259	Neuropsychological Principles in Education	3
EDTH 266	Advanced Assessment	3
EDTH 268A	The Roles of Educational Therapists	2
EDTH 268B	Business Practices for the Educational Therapist	1
EDTH 296	Internship in Educational Therapy	3
		Subtotal: 12

12 units are required in order to earn the Accelerated Educational Therapy Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 12 units.

Other Recommended (Not Required) Courses:**Courses:**

CPSY 271	Trauma, Loss and Grief	3
CPSY 274	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	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	2

ETHNIC STUDIES

As of Fall 2022, this program is no longer accepting new applicants. The mission of the ethnic studies major is to train undergraduate students through course work and experiential learning (1) to become knowledgeable about the histories, cultures, and intellectual traditions of indigenous communities and peoples of color in the United States as well as their contemporary achievements and challenges, and (2) to apply this knowledge—together with critical theories, analytical methods, and communication skills—to address complex social, political, and economic problems. The ethnic studies program (3) prepares students to become transformative leaders who advance positive peace and social justice in a variety of professions and community contexts.

ETHNIC STUDIES, BACHELOR OF ARTS**Ethnic Studies Emphases**

Students in the Ethnic Studies major must select either a "Latin American and Latinx Studies" or "Intercultural Peace Studies & Restorative Justice" emphasis to complete their course of study. We plan to introduce an “Africana and African-American Studies” emphasis in academic year 2022-2023, and other areas of emphasis in subsequent years.

Note: Cannot count the same course toward both the Core and Emphasis.

Learning Outcomes*Historical & Cultural Foundations*

- recall, describe, and critically evaluate the histories, cultures, intellectual traditions, as well as contemporary

accomplishments and challenges of indigenous communities and peoples of color in the United States.

Theories & Methods

- recall, describe, and critically evaluate major theoretical frameworks (historical and contemporary) on race and ethnicity—especially those that advance or hinder the dismantling of structures of oppression
- recall and describe a range of interdisciplinary research methods, and apply them to analyze case studies.

Written & Oral Communication

- construct and defend persuasive arguments based on the critical evaluation of evidence.

Praxis & Personal Transformation

- apply all of the above to design a project that entails working with community members to identify structures and practices of injustice, then formulating (and enacting) a response that can lead to positive peace.
- describe how their goals and their views on ways to achieve such goals have evolved during their time in the ethnic studies program.
- research and reflect on potential career pathways and further study or training opportunities to pursue their professional and personal goals.

I. Lower Division Courses

Lower Division Courses

ETHN 001	Introduction to Ethnic Studies	3
HIST 17A	United States History Survey: 1607-1877	3
HIST 17B	United States History Survey: 1877-1990s	3
LBST 10	Introduction to Liberal Studies	1, Credit/No Credit
		Subtotal: 10

Core Courses

Upper-Division Requirements:

Core 13-16 upper-division units + Selected Emphasis 18 upper-division units

Concepts and Theories

SOCI 165	Racial and Ethnic Issues	3
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Public Policy and Praxis

HIST 183	California History	3
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PSCI 108W	OR Intercultural Peace and Justice Studies	3
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EDUC 241	OR Issues in Urban Education	3
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Research Methods

HIST 170(W)	United States: Social and Cultural History	3
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SOCI 108(W)/PSYC 108(W)	OR Field Methods	4
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Comparative Literature and Arts

LBST 136	Hip Hop in the Contemporary World	3
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ENGL 133(W) B	OR Selected Topics in Literature: Social Justice Narratives	3
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LALS 115A	OR Murals of Latin America and the Bay Area	3
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	OR	
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Internship

ETHN 196	Ethnic Studies Internship	1-3, Credit/No Credit
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Intercultural Peace Studies and Restorative Justice Emphasis

For the Intercultural Peace Studies & Restorative Justice emphasis, choose three courses from group A and three courses from group B.

(Note: Must take PSCI 108W in group A unless course already taken to fulfill Core “Public Policy & Praxis” requirement.)

A. Skills Courses

PSCI 108W	Intercultural Peace and Justice Studies	3
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Plus two more from the following

COMM 122	Mediation and Conflict Resolution	3
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CRIM 120	The Criminal Justice System	4
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HIST 185	Diplomacy and Foreign Policy: United States and the World	3
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RLST 122	Religion, Philosophy, and Human Rights	3
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SOCI 147/PSYC 147	Gender Issues	3
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Culture and History Courses

Choose any three HIST or LALS courses relevant to Ethnic Studies in consultation with faculty advisor

HIST 160A/LALS	Pre-Columbian Latin America	3
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160A			LALS 115A	Murals of Latin America and the Bay Area	3
HIST 160B/LALS 160B	Latin America from Colonization through Independence	3	LALS 115B	Music of Protest in Latin America	3
HIST 160C/LALS 160C	Contemporary Latin American History	3	LALS 128A	Literature of Latin America: Narrative	3
HIST 165A(W)	East Asia: History, Culture, Politics	3	LALS 128B	Latin American Literature: Poetry of Resistance	3
HIST 165B(W)	Pacific Rim Business and Culture	3	LALS 128C	Literature of Latin America: Latin American Thoughts	3
HIST 165C	History of the Middle East and North Africa	3	LALS 128D	The New Latin American Cinema	3
HIST 172/SOCI 172	African American Communities and Experiences	3	LALS 160A/HIST 160A	Pre-Columbian Latin America	3
HIST 174/SOCI 174	Asian American Communities and Experiences	3	LALS 160B/HIST 160B	Latin America from Colonization through Independence	3
HIST 177/SOCI 177	Latinx Communities and Experiences	3	LALS 160C/HIST 160C	Contemporary Latin American History	3
HIST 179/SOCI 179	U.S. Cultural Experiences: Special Topics	3	LALS 175(W)	Studies in Latin American Literature	3
HIST 183	California History	3	LALS 177/SOCI 177/HIST 177	Latinx Communities and Experiences	3
LALS 115A	Murals of Latin America and the Bay Area	3	LALS 197	Topics in Latin American Cultures	
LALS 115B	Music of Protest in Latin America	3			
LALS 128A	Literature of Latin America: Narrative	3			
LALS 128B	Latin American Literature: Poetry of Resistance	3			
LALS 128C	Literature of Latin America: Latin American Thoughts	3			
LALS 128D	The New Latin American Cinema	3			
LALS 160A/HIST 160A	Pre-Columbian Latin America	3			
LALS 160B/HIST 160B	Latin America from Colonization through Independence	3			
LALS 160C/HIST 160C	Contemporary Latin American History	3			
LALS 175(W)	Studies in Latin American Literature	3			
LALS 177/SOCI 177/HIST 177	Latinx Communities and Experiences	3			
Or HIST 197	Special Topics (e.g., Cinematic Representations of Civil Rights and Black/Brown Liberation)				

Latin American and Latinx Studies Emphasis

For the Latin American and Latinx Studies emphasis, choose six of the following courses.

Emphasis Courses

INTERDISCIPLINARY STUDIES

As of Fall 2022, this program is no longer accepting new applicants. The Interdisciplinary Studies major is designed for students with an interest in multiple areas who seek flexibility as well as focus in their education. It allows students to choose disciplines and courses that meet their educational and career goals.

This major introduces students to multiple perspectives on human behavior, thought, and values as well as honing skills in communication, writing, problem-solving, and critical thinking. It allows students to take courses in the humanities and social sciences which provide a breadth of knowledge as well as specific courses devoted to more technical industries.

Students choose any 2 concentrations with 15 units in each area.

*Students who are not majoring in Interdisciplinary Studies but wish to declare a concentration in one of the areas may do so. For these students, a concentration need only consist of 12 units.

Concentrations are offered in the following disciplinary areas:

Computer Science
 Digital Arts
 Diversity Studies
 Latin American Latinx Studies (LALS)
 Literature
 Philosophy
 Religious Studies
 Writing for Professionals

All concentrations are available in the online mode.

CONCENTRATION IN COMPUTER SCIENCE

This concentration is designed for anyone who would like an introduction to the field of Computer Science. Students take courses in coding, application development, and web design. For Interdisciplinary Studies majors, the concentration pairs well with Digital Arts and/or Writing for Professionals. Student with those concentrations would be well prepared to begin careers as technical writers, content developers, and course designers. Students with concentrations or majors in other subjects will be able to make themselves more marketable with the computer skills learned in the Computer Science concentration.

Concentration Requirements (select all 5)

Courses:

CIDS 103	Computer Coding in Python	3
CIDS 104	Programming for Everyone II	3
CIDS 105	Internet History, Technology, & Security	3
CIDS 110	Application Development I	3
CIDS 111	Application Development II	3
CIDS 115	Web Development for Computer Science	3
COMM 121	Web Design	4

CONCENTRATION IN DIGITAL ARTS

The concentration in Digital Arts is for students who want to develop online design skills in computer graphics, motion graphics, video production, and web design. It pairs well with any major, especially Business and Communication Studies.

Concentration Requirements (select all 4)

Courses:

ARTS 115	Computer Graphics	4
ARTS 117	Introduction to Digital Filmmaking	4
ARTS 118	Introduction to Animation	3
ARTS 165	Digital Photography	4
COMM 121	Web Design	4
		Subtotal: 19

CONCENTRATION IN DIVERSITY STUDIES

The Diversity Studies concentration is an interdisciplinary program of study that encourages students to develop a broad understanding of the components of diversity in society. These include race and ethnicity, gender, social class, religion, culture, and language. The concentration explores the historical, cultural, and sociological differences amongst groups that bring us together and set us apart within the United States and globally. It is relevant to any field that involves diverse groups of people, such as business, education, social welfare, health, and medicine.

*Please note that this concentration is not available to Sociology majors. Sociology students interested in Diversity Studies should do the Diversity Studies Emphasis in their major.

Concentration (select 5 courses)

Courses:

COMM 122	Mediation and Conflict Resolution	3
COMM 165B	Gender and Communication	3
COMM 165C	Intercultural Communication	3
COMM 165E	Performance Studies	3
COMM 165F	Mass Communication	3
EDUC 102B/EDUC 202B	Multicultural Education	2
EDUC 305	Latino Culture	3
ENGL 133(W) A	Selected Topics in Literature: Stories of Time and Place	3
ENGL 133(W) B	Selected Topics in Literature: Social Justice Narratives	3
HIST 160A/LALS 160A	Pre-Columbian Latin America	3
HIST 160B/LALS 160B	Latin America from Colonization through Independence	3
HIST 160C/LALS 160C	Contemporary Latin American History	3
HIST 183	California History	3
LALS 128A	Literature of Latin America: Narrative	3
LALS 128B	Latin American Literature: Poetry of Resistance	3
LALS 128C	Literature of Latin America: Latin American Thoughts	3
LALS 128D	The New Latin American Cinema	3
LALS 160A/HIST 160A	Pre-Columbian Latin America	3
LALS 160B/HIST 160B	Latin America from Colonization through	3

	Independence	
LALS 160C/HIST 160C	Contemporary Latin American History	3
LING 154	Sociolinguistics	3
MUSC 171B	Rock, Pop, and Hip-Hop	3
PHIL 122/RLST 122	Religion, Philosophy, and Human Rights	3
RLST 175A	World Wisdom Traditions: Survey	3
RLST 122	Religion, Philosophy, and Human Rights	3
RLST 128	Migration and Ethics	3
SOCI 5	Culture, Experience, and Society	3
SOCI 172/HIST 172	African American Communities and Experiences	3
SOCI 174/HIST 174	Asian American Communities and Experiences	3
SOCI 177/HIST 177/LALS 177	Latinx 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

Plus Special Topics courses (197) selected from HIST/LALS/SOCI as appropriate

CONCENTRATION IN LATIN AMERICAN AND LATINX STUDIES

This multidisciplinary concentration was designed for students interested in the culture, arts, literature, spirituality, and history of Latin America and of Latinx people in the United States. Many classes address the use of the arts for resistance and protest. These classes are ideal for students who want to develop a broad perspective of Latin American culture.

Concentration Requirements (select 5 courses)

Courses:

LALS 115A	Murals of Latin America and the Bay Area	3
LALS 115B	Music of Protest in Latin America	3
LALS 128A	Literature of Latin America: Narrative	3
LALS 128B	Latin American Literature: Poetry of Resistance	3
LALS 128C	Literature of Latin America: Latin American Thoughts	3
LALS 128D	The New Latin American Cinema	3
LALS 160A/HIST	Pre-Columbian Latin America	3

160A		
LALS 160B/HIST 160B	Latin America from Colonization through Independence	3
LALS 160C/HIST 160C	Contemporary Latin American History	3
LALS 177/SOCI 177/HIST 177	Latinx Communities and Experiences	3
LALS 197	Topics in Latin American Cultures	

CONCENTRATION IN LITERATURE

This concentration is designed for students who enjoy literature, are writers themselves, and/or are interested in pursuing a career in which writing, critical thinking, problem-solving, and empathy are of great importance. The Literature Concentration develops students' insight into others' values and points of view. Especially cultivated is the ability to create connections across complex ideas.

Concentration (select 5 courses)

Courses:

ENGL 107(W)	Creative Writing: Fiction/Non-Fiction	3
ENGL 120(W)	Fiction	3
ENGL 121(W)	Poetry	3
ENGL 133(W) A	Selected Topics in Literature: Stories of Time and Place	3
ENGL 133(W) B	Selected Topics in Literature: Social Justice Narratives	3
ETHN 134W	African American Literature	3
ENGL 148(W) A	Selected Topics in Literature: Love and Fear	3
ENGL 148(W) B	Selected Topics in Literature: War Stories	3
ENGL 151	Children's Literature	3
LALS 115B	Music of Protest in Latin America	3
LALS 128A	Literature of Latin America: Narrative	3
LALS 128B	Latin American Literature: Poetry of Resistance	3
LALS 128D	The New Latin American Cinema	3

CONCENTRATION IN PHILOSOPHY

This concentration is designed for students who wonder about big and basic questions: What can we know? How should we live? What is real and what really matters? In philosophy classes, wonder leads to the practice of skills in fair and open-minded interpretation, critical analysis, and

cogent argument. These skills are not only transferable to just about any professional career, but also are at the heart of every student’s personal quest for wisdom in an “examined life.”

**Concentration Requirements (select 5 courses)
Courses:**

PHIL 100A	The Great Philosophers: Plato and Aristotle	3
PHIL 100D	The Great Philosophers: Kierkegaard and Sartre	3
PHIL 120W	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 and Friendship	3
PHIL 156	Ethics at Work	3
PHIL 180D	Problems in Systematic Philosophy: Cosmology	3
PHIL 118	Creation and God	3

CONCENTRATION IN RELIGIOUS STUDIES

Delve into Christian, Jewish, Buddhist, Muslim, Mesoamerican, and other scriptures, as well as ethics, spirituality, and intercultural approaches to the human person. Special topics in this concentration include migration, marriage, women’s spirituality, and human rights. Courses provide the opportunity to critically explore one’s own spiritual questions and traditions as well as the religious experience of people around the world. Students also have the opportunity to visit several civil rights landmarks throughout the South, including the National Civil Rights Museum at the Lorraine Motel in Memphis, Tennessee.

**Concentration Requirements (select 5 courses)
Courses:**

RLST 110	Hebrew Scriptures	3
RLST 115	New Testament	3
RLST 117	History and Spirituality of the Christian Church	3
RLST 122	Religion, Philosophy, and Human Rights	3
RLST 128	Migration and Ethics	3
RLST 130	Spirituality and Social Justice	3
RLST 131B	Themes in Spirituality: Women's Spirituality	3
RLST 145	Sex, Marriage and Family: Sociology and Sacrament	3
RLST 148/HIST 178/SOCI 178	U.S. Religious Communities and Experiences	3
RLST 165B	Themes in Contemporary	3

RLST 165C	Theology: Jesus Themes in Contemporary	3
RLST 175A	Theology: God World Wisdom Traditions: Survey	3

CONCENTRATION IN WRITING FOR PROFESSIONALS

This concentration is particularly good for those students who want to become journalists, bloggers, or other types of writers. Good writing skills can also support countless other career paths. Skills such as effective communications, providing good leadership, understanding others’ values and points of view, critical thinking, problem-solving, and creating connections across complex ideas make graduates indispensable to employers across a wide variety of fields.

**Concentration Requirements (select 5 courses)
Courses:**

COMM 165F	Mass Communication	3
ENGL 104(W)	Writing with New Media	3
ENGL 107(W)	Creative Writing: Fiction/Non-Fiction	3
ENGL 108(W)/COMM 108(W)	Professional Writing	3
ENGL 109(W)	Feature Writing and Blogging	3
ENGL 160(W) 197	The Art and Craft of Writing Special Topics	3

Concentrations

The concentrations provide an opportunity for students to take a focused set of classes in a discipline outside of their major in order to enhance their grounding in the liberal arts, augment their major coursework, or gain additional competencies related to career goals. The concentration will be listed on a student’s transcript along with their major.

Concentrations are offered in the following disciplinary areas that are not available as majors:

- Digital Arts
- Diversity Studies
- Latin American Latinx Studies
- Literature
- Philosophy
- Religious Studies
- Writing for Professionals

Concentrations range from 12-18 units. For a concentration, a student needs to take any 4 of the courses listed in the concentration. In most areas, this means 12 units. (Note: In Digital Arts, which has 4-unit classes, this means 16 units.)

The choice of a concentration is up to the student. It may simply represent an area of interest. It may also enhance a major, making students who choose this path more attractive to prospective employers. By adding a concentration, students deepen their education, preparing themselves for the challenges of their professional and personal lives. The form to declare a concentration must be filed with the Student Resource Center.

The following examples illustrate the way in which a concentration may enhance a major:

Business major + Concentration in Digital Arts
 Business major + Concentration in Writing for Professionals
 Communication Studies major + Concentration in Writing for Professionals
 Communication Studies major + Concentration in Digital Arts
 Sociology major + Concentration in Religious Studies
 Psychology major + Concentration in Philosophy

Note:

A student may do more than 1 concentration.
 A concentration class may be cancelled if there are fewer than 10 students enrolled.
 No individual class may be counted towards more than 2 concentrations.

LIBERAL STUDIES

See also Education (Multiple Subject (p. 82)).

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.

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

Pathways to Teaching

The Pathways to Teaching program in Liberal Studies at HNU is a subject matter program approved by the California Commission on Teacher Credentialing (CCTC) as appropriate preparation for those wishing to acquire a 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 School of Education 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 School of Education while still completing their undergraduate degree. With approval of the Liberal Studies advisor and the School of Education, they may take credential courses offered 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.

****The Interdisciplinary Studies Emphasis** is a program no longer offered in the School of Education. For comparable studies, please see the Interdisciplinary Studies Major in the School of Liberal Arts.

Liberal Studies Courses (p. 168)

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.

I. Foundation Courses

These courses also satisfy General Education requirements of the University.

A. Arts of Language

	And one of the following courses:	
ENGL 001	Grammar, Sentence Structure and Mastering Writing Styles	3
	OR	
ENGL 1A	Writing about Cultures and Communities	3
	And one of the following courses:	
ENGL 1A	Writing about Cultures and Communities	3
	OR	
ENGL 1B	Writing for the Digital Era	3
	And one of the following courses:	
COMM 1	Essentials of Interpersonal Communication and Effective Speaking	3

Subtotal: 9

Students are required to complete 2 of the 3 above ENGL courses (based on English assessment) and COMM 1

B. Arts of Thinking

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

C. Disciplinary Studies

1. Human Sciences

HIST 17A	United States History Survey: 1607-1877	3
	OR	
PSCI 1	Introduction to Political Science: United States Government	3
HIST 17B	United States History Survey: 1877-1990s	3
PSYC 1	Introduction to Psychology	3

2. Natural Sciences

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

3. Humanities

OR

4. Fine and Performing Arts

One 3-unit course in Art or Music

D. Interdisciplinary Studies

ISAC 1	First Year Seminar	3
Transfer & BDC students can waive ISAC 1 requirement		

E. Health and Physical Education/Career Exploration

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

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: Fiction/Non-Fiction	3
	OR	

ENGL Professional Writing 3
108(W)/COMM
108(W)

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
OR

LING 245 Fundamentals of Language 3
Students interested in pursuing the Master of Education program are advised to take LING 245.

B. Arts of Thinking

EDUC 151 Math for Elementary School Teachers 3

C. Disciplinary Studies

1. Human Sciences

a. One course dealing with Social Dynamics/Ethnic Experience, chosen from:

HIST 170(W) United States: Social and Cultural History 3

HIST 172/SOCI African American Communities and Experiences 3

HIST 174/SOCI Asian American Communities and Experiences 3

HIST 177/SOCI Latinx Communities and Experiences 3

HIST 178/RLST U.S. Religious Communities and Experiences 3

HIST 179/SOCI 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 Power and Powerlessness 4 (3 in Bachelor Completer program)

EDUC Social Foundations in Education 2
100/EDUC 200

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

Students not seeking a teaching credential may take HIST 183 or find an appropriate substitution.

2. Natural Sciences

a. 3-4 units of additional science coursework as advised, complementing what is taken at the foundation level.

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

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

III. Concentration: 12 units in one area of study or a full academic minor

Semester students must choose a Concentration in one of these fields of study: Biological Science, General Science,

History, Humanities in World Cultures, Language Arts, Latin American and Latinx Studies, Literature, Mathematics, Music, Social Science, Teaching English as a Second Language, U.S. Cultures, or Values Inquiry and Moral Reasoning. No more than one course may fulfill the requirement for both an Advanced Course and the Concentration. (Not all Concentrations are available in the Bachelor Completer 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. 168)

MUSIC

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 Coordinator/Dean.

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. 170)

VOCAL PEDAGOGY, MASTER OF MUSIC

Program availability subject to a minimum cohort of 10 students.

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	Solfège & Musicianship (A)	2-3
MUSC 244B	Solfège & Musicianship (B)	2-3
MUSC 254	Vocal Pedagogy	3
MUSC 255	Advanced Vocal Pedagogy	3

MUSC 281A	Choral Conducting: Basic Principles	2
MUSC 296E	Practicum: Vocal Pedagogy I	2
MUSC 296F	Practicum: Vocal Pedagogy II	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 forty years. Students come from throughout the Americas and the Pacific Rim to study with Hungarian master teachers and distinguished American and international 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 Eleanor G. Locke 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. More than 500

songs 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. 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 I	2
MUSC 211A	Solfège and Musicianship I (Foundation)	1
MUSC 215A	Choral Conducting I (Foundation)	1

Choose one of the following

MUSC 214A	Folk Music I	1
MUSC 214B	Folk Music II	1
MUSC 214C	Folk Music III	1

Academic year (27 units)

MUSC 231	Seminar in Music Literature	2
MUSC 243A	Folk Music: Analysis	2
MUSC 243B	Folk Music: Research	2
MUSC 244A	Solfège & Musicianship (A)	2-3
MUSC 244B	Solfège & Musicianship (B)	2-3
MUSC 246	Children's Vocal Pedagogy	1
MUSC 247A	Kodály Pedagogy: Philosophy and Teaching Techniques	2
MUSC 247B	Kodály Pedagogy: Advanced Pedagogical Concepts	2
MUSC 281A	Choral Conducting: Basic Principles	2
MUSC 281B	Choral Conducting: Continued Development	2
MUSC 296A	Practicum: Kodály Emphasis I	3
MUSC 296B	Practicum: Kodály Emphasis II	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 254	Vocal Pedagogy	3
MUSC 255	Advanced Vocal Pedagogy	3
MUSC 296E	Practicum: Vocal Pedagogy I	2
MUSC 296F	Practicum: Vocal Pedagogy II	2
		Subtotal: 10

Take 2 units of Private Lessons

MUSC 216	Private Lessons	1
MUSC 216	Private Lessons	1

12 units are required in order to earn the Vocal Pedagogy Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 12 units.

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 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 243A	Folk Music: Analysis	2
MUSC 243B	Folk Music: Research	2
MUSC 244A	Solfège & Musicianship (A)	2-3
MUSC 244B	Solfège & Musicianship (B)	2-3
MUSC 247A	Kodály Pedagogy: Philosophy and Teaching Techniques	2
MUSC 247B	Kodály Pedagogy: Advanced Pedagogical Concepts	2
MUSC 281A	Choral Conducting: Basic Principles	2
MUSC 296A	Practicum: Kodály Emphasis I	3
MUSC 296B	Practicum: Kodály Emphasis II	3

20 units are required in order to earn the Kodály Specialist Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 20 units.

KODÁLY SUMMER CERTIFICATE

The Kodály Summer Certificate is a post-baccalaureate course of study that may be completed in three summers. The formal admission process must be completed prior to commencing the third summer of study. 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 210A	Kodály Pedagogy I	2
MUSC 210B	Kodály Pedagogy II	2
MUSC 210C	Kodály Pedagogy III	2
MUSC 211A	Solfège and Musicianship I (Foundation)	1
MUSC 211B	Solfège and Musicianship II (Intermediate)	1
MUSC 211C	Solfège and Musicianship III	1

	(Advanced)	
MUSC 214A	Folk Music I	1
MUSC 214B	Folk Music II	1
MUSC 214C	Folk Music III	1
MUSC 215A	Choral Conducting I (Foundation)	1
MUSC 215B	Choral Conducting II (Intermediate)	1
MUSC 215C	Choral Conducting III (Advanced)	1

Take 2 units of Choir

MUSC 218	Choir	1
MUSC 218	Choir	1

17 units are required in order to earn the Kodály Summer Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 17 units.

MUSIC

While Holy Names University does not offer an undergraduate degree in Music, we encourage students to participate in our lively performing arts scene by singing with HNU Voices (MUSC 160), to playing in the orchestra (MUSC 163), or to studying an instrument either in the piano class (MUSC 120A) or in private lessons (MUSC 116).

(Note that at the graduate level we have a longstanding and vibrant Master of Music program: Music Education with Kodály Emphasis.)

Music Courses (p. 170)

SPANISH STUDIES

In first-year 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. Our courses use computer activities to improve written and oral skills.

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 Latinx community.

Please see the earlier section for information about the concentration in Latin American and Latinx Studies.

Spanish Studies Courses (p. 191)

SCHOOL OF SCIENCE, ALLIED HEALTH, AND NURSING

The mission of the School of Science, Allied Health, and Nursing is to prepare graduates who are caring professionals, have strong reasoning skills, advocate for health and social justice, communicate effectively with diverse cultures, and coordinate and design resource-efficient solutions in a complex environment.

The Vision Statement of the School is to be the educational provider of choice as we transform our communities.

The Faculty's philosophy is that education:

- is an evolving profession
- is governed by a rigorous body of knowledge
- encompasses the practice of compassion and caring
- advocates for the practice of social justice
- engages life-long learners to facilitate the pursuit of excellence
- fosters scholarship

HEALTHCARE SERVICES AND ADMINISTRATION

Healthcare Services and Administration, Bachelor's of Arts

Healthcare is a rapidly growing industry that constitutes a significant fraction of the U.S. economy and touches the lives of nearly everyone within the country. The Healthcare Services and Administration program aims to meet the growing need for new healthcare professionals by providing a versatile curriculum geared toward students interested in working in healthcare but do not wish to provide direct patient medical care. The core curriculum draws primarily from coursework in health, social sciences and business, and will give students a solid foundation in core concepts of public health and health administration, including healthcare management and finance, epidemiology, statistics, and healthcare ethics. Students also have the opportunity to specialize in one of four emphases (Healthcare Administration, Health Education, Healthcare Services and Public Health) that will prepare students for their chosen career path:

Emphases:

- **Healthcare Administration:** This emphasis will give students a background in business administration and will prepare students to work as administrators in hospitals, nursing homes, health insurance companies and other organizations that deliver healthcare services. Emphasis-specific courses, including Business Finance, Human Resource Management and Principles of Marketing, will prepare graduates to excel administratively in the healthcare system. This emphasis also prepares students to pursue graduate degrees, such as an MBA.
- **Health Education:** This emphasis will prepare students to become health educators in a variety of clinical and community-based organizations. Students will take advantage of courses, like Health Behavior and Health Education Theory, Health Education and Care Management and Community Health Education Lab, to learn and apply valuable skills in the development and implementation of health education programs. Graduates will be well prepared to become trusted health educators in their communities and can go on to pursue graduate degrees, such as an MPH.
- **Healthcare Services:** By giving students a background in social sciences, including both introductory and advanced courses in psychology and sociology, this emphasis will prepare students to work as patient advocates and case managers in health and human services organizations, connecting people with medical services they need. This emphasis also prepares students to pursue graduate degrees, such as an MSW.
- **Public Health:** Drawing on coursework in biostatistics and program evaluation, students choosing this emphasis will gain a deeper skill set in public health and data analysis. These students will also have the freedom to customize their major by allowing them to choose from a wide variety of public health-related electives. Upon graduation, students will be prepared to take on the roles of health program coordinators and managers in a variety of healthcare organizations and will be well poised to pursue graduate degrees, such as an MPH.

Mission: to provide excellent educational experiences that establish foundational knowledge in health-related fields and that build strong skills in critical thinking, communication, cultural competency, client advocacy and

ethical decision making in the context of healthcare. The program will aim to produce healthcare professionals that understand the social, economic, cultural and biological factors that impact the health of diverse communities and who will be able to navigate the healthcare system to advocate for the health of their community members.

Learning Outcomes:

1. Identify economic, biological, environmental, behavioral, social, and cultural factors that exist in healthcare and evaluate how they influence health outcomes and contribute to health disparities.
2. Critically analyze and synthesize information related to evidence-based healthcare research with respect to assessment, prevention, intervention, planning, policies, management strategies and evaluation.
3. Communicate orally and in writing effectively to diverse client populations, embracing a commitment to cultural competence.
4. Demonstrate the development of a professional identity, including self-awareness, cultural humility, respect for identity, and a commitment to ongoing learning.
5. Demonstrate the ability to advocate for and advance social justice for clients and communities in accessing health care resources, and to create innovative solutions in complex social contexts.
6. Demonstrate ethical decision making within the healthcare field.

HEALTHCARE SERVICES AND ADMINISTRATION

Core Courses

In addition to the core courses, students must choose an emphasis to complete.

Core Courses

BIOL 13	Public Health Biology	3
	OR	
BIOL 1A	Principles of Biological Science I	4
	OR	
BIOL 11	Human Physiology	3
	OR	
BIOL 17	Human Anatomy	4
	OR	
BIOL 15	Human Biology	3
	OR	
BIOL 20	Allied Health Microbiology	3
BSAD 30	Principles of Management	3
MATH 60	Probability and Statistics	3

	OR	
PSYC 63	Statistical Methods	3
	OR	
ECON 15	Statistical Methods	3
HSCI 1	Introduction to Public Health and Health Administration	3
BIOL 135	Epidemiology	3
HSCI 101	Health Law and Ethics	3
HLTH 156/SOCI 156	Healthcare and Health Policy	3
SOCI 165	Racial and Ethnic Issues	3
HLTH 141	Evidence-Base Practice in Public Health and Health Administration	3
HLTH 172	Informatics	3
HLTH 153	Healthcare Economics and Finance	2
HSCI 196	Public Health and Health Administration Internship	3
HSCI 195W	Public Health and Health Administration Senior Seminar	3
	Subtotal: 38-42	

Student must take either BIOL 13 OR BIOL 1A OR BIOL 17 AND BIOL 11 OR BIOL 20 OR BIOL 15 are required

3 units of MATH 60 OR PSYC 63 OR ECON 15 are required

3 units of HLTH 156 OR SOCI 156 are required

**Healthcare Administration Emphasis
Required courses**

ECON 2	Principles of Economics (Micro)	3
BSAD 10C	Spreadsheets	2
BSAD 11	Financial Accounting	4
BSAD 12	Financial Accounting II & Managerial Accounting	4
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
	Subtotal: 25	

**Healthcare Services Emphasis
Required courses**

PSYC 1	Introduction to Psychology	3
SOCI 1	Introduction to Sociology	3
HLTH 180	Health Education and Care Management	3
PSYC 30	Introduction to Life-Span	3

	Development	
	OR	
PSYC 130	Child and Adolescent Development	3
	OR	
PSYC 131	Adult Development and Aging	3
PSYC 140/SOCI 140	Social Psychology	3
	OR	
PSYC 143	Group Processes and Communication	3
PSYC 160	Psychology of Personality	3
	Subtotal: 18	

Health Education Emphasis Required courses

PSYC 1	Introduction to Psychology	3
SOCI 1	Introduction to Sociology	3
HSCI 100	Health Behavior and Health Education Theory	3
HSCI 121L	Community Health Education Laboratory (CBL)	3
HLTH 180	Health Education and Care Management	3
PSYC 30	Introduction to Life-Span Development	3
	OR	
PSYC 130	Child and Adolescent Development	3
	OR	
PSYC 131	Adult Development and Aging	3
PSYC 140/SOCI 140	Social Psychology	3
	OR	
PSYC 143	Group Processes and Communication	3
	Subtotal: 21	

Public Health Emphasis Required Courses

PSYC 1	Introduction to Psychology	3
SOCI 1	Introduction to Sociology	3
MATH 162L	Biostatistics Laboratory	2
HSCI 188	Program Evaluation	3
6 Units	6 Elective Units	6
	Subtotal: 17	

Electives Courses

Students must choose 6 units from the below electives for the Public Health emphasis

HSCI 100	Health Behavior and Health Education Theory	3
HSCI 102	Environmental Health	3
HSCI 121L	Community Health Education	3

	Laboratory (CBL)	
HSCI 141	Medical Terminology	2
HSCI 142	Genes and Evolution	3
HSCI 190	Contemporary Issues in Health	3
HLTH 180	Health Education and Care Management	3
PSYC 30	Introduction to Life-Span Development	3
	OR	
PSYC 130	Child and Adolescent Development	3
	OR	
PSYC 131	Adult Development and Aging	3
PSYC 140/SOCI 140	Social Psychology	3
	OR	
PSYC 143	Group Processes and Communication	3
PSYC 124	Physiological Psychology	3
PSYC 128	Human Sexuality	3
PSYC 160	Psychology of Personality	3
PSYC 168	Psychopathology	3
PSYC 169/SOCI 168	Community Psychology	4
SOCI 130	Contemporary Families	3
SOCI 147/PSYC 147	Gender Issues	3

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 in this Catalog. For course requirements for the Bachelor of Arts and the Bachelor of

Science in Kinesiology, please refer to the section on Kinesiology (p. 110) 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. 128)

BIOLOGICAL SCIENCE, BACHELOR OF ARTS

Lower Division Requirements

Courses:

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

Subtotal: 37

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
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BIOL 128	Integrative Biology	3	BIOL 128L	Integrative Biology Lab	2
BIOL 128L	Integrative Biology Lab	2	BIOL 145	Medical Microbiology	3
BIOL 145	Medical Microbiology	3	BIOL 145L	Medical Microbiology Laboratory	2
BIOL 145L	Medical Microbiology Laboratory	2	BIOL 160	Genetics	3
BIOL 160	Genetics	3	BIOL 175L	Modern Molecular Biology Laboratory Techniques	2
BIOL 175L	Modern Molecular Biology Laboratory Techniques	2	BIOL 192(W)	Biological Science Senior Seminar	3
BIOL 192(W)	Biological Science Senior Seminar	3	BIOL 196	Internship	1-3, Credit/No Credit.
BIOL 196	Internship	1-3, Credit/No Credit.	OR		
BIOL 198	Undergraduate Research	1-3	BIOL 198	Undergraduate Research	1-3
		Subtotal: 24	11 units	11 units of electives in upper- division biology, selected from offerings according to student interest.	11

3 units of either BIOL 196 or BIOL 198 are required.

BIOLOGICAL SCIENCE, BACHELOR OF SCIENCE

Lower Division Requirements

Courses:

BIOL 1A	Principles of Biological Science I	4
BIOL 1B	Principles of Biological Science II	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
MATH 60	Probability and Statistics	3
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4

Subtotal: 37

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)

Core Courses:

BIOL 115	Advanced Human Physiology	3
BIOL 128	Integrative Biology	3

Subtotal: 35

PSYC 124 is eligible for elective credit toward the major. Please note, however, that PSYC 124 is not part of the general rotation of upper division electives in Biological Science and it has a unique set of prerequisite courses - PSYC 1 and BIOL 15.

3 units of either BIOL 196 or BIOL 198 are required.

BIOLOGICAL SCIENCE MINOR

21 Units

Courses:

BIOL 1A	Principles of Biological Science I	4
BIOL 1B	Principles of Biological Science II	4
13 units	13 upper-division Biology units, chosen in consultation with the Biological Science advisor to complement each student's academic major, career goals, and personal interest.	13

Subtotal: 21

CHEMISTRY

Chemistry Courses (p. 138)

CHEMISTRY MINOR

For students outside of the Biological Science and Sport Biology majors, a minor in Chemistry consists of the following courses:

21 Units

Courses:

CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
	11 other units in chemistry, including at least one laboratory course.	11
		Subtotal: 21

In addition to CHEM courses, these Courses are eligible for credit towards Chemistry Minor.

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

COMMUNITY HEALTH SCIENCES

As of Fall 2022, this program is no longer accepting new applicants. The field of community health relies on public health science as well as strategies to engage and work with communities to promote the health of all community members. It is multi-disciplinary and is rooted in the natural and social sciences, including such fields as epidemiology, statistics, biology, education, and the behavioral sciences. The program in community health science aims to produce future graduates who can integrate knowledge from a variety of these disciplines as they relate to health and who will continue to be life long learners in the health sciences. This program is geared toward students interested in health science careers or graduate studies outside the clinical realm, including community health education as well as other public health disciplines.

In addition to preparatory courses in biology, chemistry, physiology, microbiology, nutrition, statistics, psychology and sociology, the curriculum includes foundational courses in epidemiology, health behavior, environmental health, community health education and health promotion and risk reduction. These courses will give students a solid background in risk assessment, health behavior theory, strategies for changing health-related behaviors, origins of health disparities and the development of programs to combat these disparities. During the final year of study, students will have the opportunity to develop and evaluate health-related programs in research methodology and senior seminar courses, as well as gain valuable experience in the health science internship. Throughout their studies,

communication skills will be emphasized so that graduates of the program will be prepared to serve as liaisons to their communities and effectively promote public health.

Prerequisites and Entry into the Program in Community Health Science

Academic advisors confer with each entering student to determine an appropriate course of study based on the student's preparation and objectives. Students intending to major in Community Health Science declare as "Preparatory Health Science" students. Upon successful completion of the prerequisite classes (including BIOL 1A, CHEM 7, MATH 60 and HSCI 1), students are formally accepted into the major.

Learning Outcomes:

- Identify biological, environmental, behavioral, socio-economical and/or cultural factors that influence health outcomes and contribute to health disparities.
- Integrate knowledge from a variety of disciplines, including epidemiology, life sciences, social sciences and education, to solve problems related to human health and disease.
- Evaluate the merits of primary scientific research and the potential impact on health for a given community or population.
- Create and implement a health promotion program based on the needs of the community, and design assessments to test the effectiveness of such programs.
- Employ appropriate ethics in interactions with community clients, colleagues and the general public, as well as research conduct.
- Communicate with diverse audiences (both oral and written) in the service of promoting public health.

COMMUNITY HEALTH SCIENCES, BACHELOR OF SCIENCE

Lower Division Requirements

Courses:

BIOL 1A	Principles of Biological Science I	4
BIOL 17	Human Anatomy	4
CHEM 7	Introductory Chemistry for Health	4

	Science				
NUTR 1	Human Nutrition and Metabolism	3	HSCI 121L	Reduction Community Health Education Laboratory (CBL)	3
MATH 60	Probability and Statistics	3			
	OR		NSRG 172	Informatics	2
PSYC 63	Statistical Methods	3	HSCI 188	Program Evaluation	3
BIOL 11	Human Physiology	3	HSCI 195W	Public Health and Health Administration Senior Seminar	3
BIOL 11L	Human Physiology Laboratory	2			
BIOL 20	Allied Health Microbiology	3	HSCI 196	Public Health and Health Administration Internship	3
BIOL 20L	Allied Health Microbiology Laboratory	2			
PSYC 1	Introduction to Psychology	3	NSRG 152	Health Care Policy	2
SOCI 1	Introduction to Sociology	3		OR	
HSCI 1	Introduction to Public Health and Health Administration	3	SOCI 156/HLTH 156	Sociology of Health Care and Health Policy	3
		Subtotal: 40			Subtotal: 36- 40

Requirements of the Major Electives

Students must successfully complete a minimum of 6 units of coursework chosen from the classes listed below:

HSCI 140	Health Education Theory	3
HSCI 141	Medical Terminology	2
HSCI 142	Genes and Evolution	3
HSCI 190	Contemporary Issues in Health	3
PSYC 124	Physiological Psychology	3
PSYC 128	Human Sexuality	3
PSYC 160	Psychology of Personality	3
PSYC 168	Psychopathology	3
PSYC 169/SOCI 168	Community Psychology	4
SOCI 130	Contemporary Families	3
SOCI 147/PSYC 147	Gender Issues	3
PSYC 30	Introduction to Life-Span Development	3
	OR	
PSYC 130	Child and Adolescent Development	3
	OR	
PSYC 131	Adult Development and Aging	3
Core course requirements:		
BIOL 135	Epidemiology	3
MATH 162L	Biostatistics Laboratory	2
HSCI 100	Health Behavior and Health Education Theory	3
HSCI 101	Health Law and Ethics	3
HSCI 102	Environmental Health	3
SOCI 165	Racial and Ethnic Issues	3
HSCI 120	Health Promotion and Risk	3

KINESIOLOGY

The Kinesiology major focuses on the study of the relationship between physical activity and science, particularly exercise physiology, biomechanics and nutrition. Kinesiology 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 Kinesiology

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 Kinesiology. 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 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 Kinesiology declare as "Pre-Biology" students. Upon successful completion of the appropriate prerequisite classes, students are formally accepted into the major. Please note that enrollment in BIOL 111 (Biomechanics) has additional prerequisites of BIOL 17 (Human Anatomy) and PHYS 7 (Mechanics; for Bachelor of Arts degree) or PHYS 8A (General Physics I; for Bachelor of Science degree) completed with a grade of C- or better.

KINESIOLOGY, BACHELOR OF ARTS

Lower Division Requirements

33 units

BIOL 1A	Principles of Biological Science I	4
BIOL 11	Human Physiology	3
BIOL 11L	Human Physiology Laboratory	2
BIOL 17	Human Anatomy	4
CHEM 7	Introductory Chemistry for Health Science	4
NUTR 1	Human Nutrition and Metabolism	3
PHYS 7	Mechanics	3
PHED	Intercollegiate Sports or PE	1
PSYC 63	Statistical Methods OR	3
MATH 60	Probability and Statistics	3
PSYC 30	Introduction to Life-Span Development	3
KINE 1	Introduction to Kinesiology	3
		Subtotal: 33

Highly Recommended

If you are planning to pursue a graduate program, prerequisite requirements vary slightly between schools. It is important to check the requirements of each school you are considering to make sure you complete all requirements. In addition, BIOL1B is a requirement for some upper division biology courses.

BIOL 1B	Principles of Biological Science II	4
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**Requirements of the Major
Core Courses**

KINE 125	Exercise Physiology	3
KINE 125LW	Exercise Physiology Laboratory	1
BIOL 111	Biomechanics	3
KINE 120	Prevention & Care of Athletic Injuries	3
PSYC 174	Sport Psychology	3
KINE 196	Internship	1-3 Units
KINE 195W	Kinesiology Senior Seminar	3
BSAD 170	Sports Program Organization and Leadership OR	3
BSAD 171	Sports Marketing and Public Relations	3
EDUC 110	Physical Education for Teachers	1
PHED 111	Coaching Theory	3

Subtotal: 26

3 total units of KINE 196 required.

Electives

3 additional units of Upper Division BIOL, HSCI, or KINE courses required

Subtotal: 29

KINESIOLOGY, BACHELOR OF SCIENCE

Lower Division Requirements

44 units

BIOL 1A	Principles of Biological Science I	4
BIOL 1B	Principles of Biological Science II	4
BIOL 11	Human Physiology	3
BIOL 11L	Human Physiology Laboratory	2
BIOL 17	Human Anatomy	4
CHEM 1A	General Chemistry and Qualitative Analysis	5
CHEM 1B	General Chemistry and Quantitative Analysis	5
NUTR 1	Human Nutrition and Metabolism	3
PHYS 8A	General Physics I	4
PHYS 8B	General Physics II	4
MATH 60	Probability and Statistics	3
KINE 1	Introduction to Kinesiology	3
		Subtotal: 44

Highly recommended:

Courses recommended for individuals interested in pursuing entry into professional programs such as Medical School, Dental School, or Pharmacy School.

MATH 11	Calculus I	4
MATH 12	Calculus II	4
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

**Requirements of the Major
Core Courses**

KINE 125	Exercise Physiology	3
KINE 125LW	Exercise Physiology Laboratory	1
BIOL 111	Biomechanics	3
KINE 120	Prevention & Care of Athletic Injuries	3
PSYC 174	Sport Psychology	3
KINE 196	Internship	1-3

KINE 195W	Kinesiology Senior Seminar	Units 3
		Subtotal: 19

3 total units KINE 196 required.

Electives

9 addition units of upper division BIOL or KINE courses required.

Subtotal: 28

NURSING UNDERGRADUATE DIVISION

The School of Nursing (SoN) at Holy Names University has provided undergraduate nursing education since 1934. The SoN provides excellent and innovative undergraduate and graduate nursing education designed to meet the needs of a diverse community. Students are prepared for roles in nursing as clinicians, advocates, researchers, educators, and leaders in the changing health care system.

Accreditation/Certification

Holy Names University BSN programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) and approved by the California Board of Nursing. There are two tracks in the undergraduate program Generic (pre-licensure) BSN and the Associate Degree to BSN. Graduates of the Generic BSN and ADN to 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
- Leadership
- Advocates for social justice
- Clinical reasoning
- Communication
- Collaboration and diverse cultures
- Safe quality care
- Knowledgeable of healthcare environment

PRE-NURSING

Preparing for a Career in Nursing

The field of nursing is booming, and there is a great demand for registered nurses who have a Bachelor of Science in Nursing (BSN). To be a registered nurse with a BSN, students can have an outstanding nursing career in hospitals, clinics, emergency management, or even mission work.

Pre-Nursing Curriculum

Pre-Nursing Program

The Pre-Nursing major is designed for students who intend to apply for admission to Holy Names University's Generic Bachelor of Science in Nursing (BSN) program. The Pre-Nursing program courses consist of 60 semester credits. The curriculum consist of basic science and general education courses. After completing the first year of Pre-Nursing coursework, students can sit for the standardized Test of Essential Academic Skills (TEAS) exam, which is a requirement for the Generic Bachelor of Science in Nursing Program. Students are required to obtain a TEAS score of 80% or higher. After two-years of successfully completing the Pre-Nursing requirements and maintaining an overall GPA of 3.0 and a minimum 3.0 GPA in science courses students can apply to the Generic Nursing program.

Pre-Nursing Curriculum

ARTS	Specific course numbered 1-199 to be approved	3
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	Writing about Cultures and Communities	3
ENGL 1B	Writing for the Digital Era	3
Elective 1-199	Any course numbered 1-199 High School Foreign Language-Linguistics (transcripts required)	3 3 years of single language, grades C- or better each term
PHIL 1-199 (not 2 or 156)	Any PHIL course numbered 1-199 except PHIL 2 and PHIL 156	
RLST 1-199	Any RLST course numbered 1-199	3
ISAC	1 course Integrative Studies Across Cultures	3
NUTR 1	Human Nutrition and Metabolism	3

PSYC 1	Introduction to Psychology	3
PSYC 63	Statistical Methods OR	3
ECON 15	Statistical Methods	3
SOCI 1	Introduction to Sociology	3

GENERIC NURSING

The Bachelor of Science in Nursing (BSN) Generic pre-licensure program at HNU prepares students for professional nursing practice in a variety of settings including hospitals, community clinics, long-term care, home care, and community health agencies. Graduates of the Generic pre-licensure program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Generic BSN curriculum is based on Quality and Safety, Education for Nursing, AACN The Essentials of Baccalaureate Education for Professional Nursing Practice 2008 and the California Board of Nursing NCLEX blueprint. Clinical learning focuses on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. The nursing curriculum is ever evolving and created from evidence-based research to ensure that students are prepared for professional practice. Nursing is a caring art and science. Through the use of didactic courses, simulation labs and clinical courses the faculty will empower the students with the knowledge needed to practice safe, quality, patient-centered nursing creating optimum patient outcomes. The prerequisites for the nursing program are a base of knowledge for the students to build upon during the program.

Generic BSN Nursing

The School of Nursing faculty philosophy is nursing:

- Is an evolving profession governed by a rigorous body of knowledge
- Encompasses the practice of compassion and caring
- Advocates for the practice of social justice
- Engages life-long learners to facilitate the pursuit of excellence
- Fosters scholarship

The curriculum is composed of didactic courses and practice-based or clinical courses. Each course is comprised of specific learning outcomes, activities, and evaluation measures.

Nursing Major Curriculum

NSRG 001	Transition to Role of Professional Nurse	2
NSRG 009	Fundamental	3
NSRG 009L	Fundamental Clinical	2
NSRG 031	Health Assessment	2

NSRG 031L	Health Assessment Lab	1
NSRG 100	Pathophysiology	3
NSRG 101	Care of Adult Health I	3
NSRG 101L	Care of Adult Health I Clinical	3, Pass/Fail
NSRG 102	Mental Health	3
NSRG 102L	Mental Health Clinical	3
NSRG 110	Care Adult Health II Major Health Problems	3
NSRG 110L	Care Adult Health II Major Health Problems Clinical	3
NSRG 112	Pharmacology	3
NSRG 120	Maternity	3
NSRG 120L	Maternity Clinical	2
NSRG 130	Care of Children	3
NSRG 130L	Care of Children Lab	2
NSRG 140	Care for the Elderly Population	2
NSRG 141W	Evidence based Practice	3
NSRG 142L	Community Health Clinical	2
NSRG 142W	Community Health	3
NSRG 151L	Capstone and Leadership Preceptorship	2
NSRG 151W	Capstone and Leadership Synthesis	3
NSRG 152	Health Care Policy	2
NSRG 172	Informatics	2

ADN TO BSN PROGRAM

The ADN 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. 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 Statistics.
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

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	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 Clinical	3, Pass/Fail
NURS 172	Informatics	3
NURS 180	Epidemiology	3
NCLEX	National Council Licensure Examination	11

General Education Curriculum

Students enrolled in the ADN/BSN degree program must complete Holy Names University general education courses (p. 35), 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. 35), 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	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 Clinical	3, Pass/Fail
NURS 153	Healthcare Economics	2
NURS 172	Informatics	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).

BRN Requirement Courses

PSYC 63	Statistical Methods	3
NSRG 031	Health Assessment	2
NSRG 031L	Health Assessment Lab	1
NSRG 141W	Evidence based Practice	3
NSRG 142L	Community Health Clinical	2
NSRG 142W	Community Health	3
NSRG 151L	Capstone and Leadership Preceptorship	2
NSRG 151W	Capstone and Leadership Synthesis	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.

Section 2818(a) of the Business and Professions Code requires that in order to be employed as a public health nurse or use the term "public health nurse" in California, an individual must possess a valid California Public Health Nurse (PHN) Certificate.

Holy Names University Generic BSN Nursing Program curriculum is approved by the California Board of Registered Nursing to prepare eligible applicants for certification in public health nursing in California. Certification is granted by the Board of Nursing (BRN) after completion of curriculum and application to the Board.

This is a lifetime certificate and students will be eligible to apply for this certificate just as soon as they have completed the BSN program and receive the RN license number.

Procedures for PHN application: Visit [California BSN website](http://www.rn.ca.gov/applicants/adpract.shtml) (<http://www.rn.ca.gov/applicants/adpract.shtml>).

NURSING GRADUATE DIVISION

Nursing Accreditation/Certification

The MSN degree programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). 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.

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 approved by the Clinical Coordinator on one to two days a week over the final semesters of the Administration/Management, the Nurse Educator, Family Nurse Practitioner, and the dual degree options.

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 dual Masters 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/MBA degree program can be completed in just 24 months. The MSN/MBA program requires three undergraduate prerequisites: statistics, precalculus, and computer proficiency (i.e., Microsoft Excel). A BSN degree is required.

Admission Requirements

Students applying for admission to an MSN program at Holy Names University must have a:

1. Current California license as a Registered Nurse.
2. Bachelor of Science in Nursing (BSN) or an 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). *Students who have earned an ADN, rather than a BSN, will need to complete the ADN to MSN bridge courses (p. 119). These students are not eligible for the Primary Care Nurse Practitioner option.*
3. Cumulative GPA of 2.80 or better and a GPA of 3.00 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 Program Coordinator/Dean.)
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

DOCTOR OF NURSING PRACTICE

DNP program received approval after initial publication of this Catalog. The program content will be entered soon.

Core Courses

Core Courses

Leadership Courses

Leadership Courses

Project and Clinical Courses

Project and Clinical Courses

MASTER OF SCIENCE (MSN) NURSING

CURRICULUM

Students in any of the graduate programs must have computer access and utilize a campus email address while enrolled in the program. Communication between faculty and students by email is continuous. They also must have **Professional Liability Insurance**. For more information on how to obtain the insurance contact the Nursing Department Compliance Coordinator.

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.

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 the undergraduate BSN degree as a prerequisite.

See the section entitled “evaluation” in this catalog for a description of the grading system.

Learning Outcomes

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

Core MSN Courses (except for Primary Care FNP option students)

In addition to the core courses, students must choose an Option and take the courses required for that Option. ADN to MSN students must also take the prerequisite and bridge courses for that track (listed here (p. 119)).

Master's degree core curriculum (16 units)

16 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 217	Capstone	4
		Subtotal: 16

Administration/Management Nursing Option

MSN Nursing Administration prepares graduates for the advanced role of nursing and health care management. This specialty track is designed to prepare nurses at the graduate level to manage the delivery of nursing and health care services across the spectrum of health care settings. Graduates will gain management knowledge and skills in decision making, planning, finance, human resource and project management.

Students in the program 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. For more information on how to obtain the insurance contact the Nursing Department Compliance Coordinator. Student performance in clinical practice courses is appraised using a "pass" or "fail" system. Learning Outcomes -Caring -Advocates for social justice - Clinical reasoning -Communication -Collaboration and Diverse cultures -Safe quality care -Leadership - Knowledgeable of healthcare environment

Classes are held on a monthly, weekend-intensive schedule.

After completion of 38 units (18 units core courses and 20 units nurse administration specialty courses) the graduate receives a Master of Science in Nursing (MSN) degree as an administrator. The MSN degree programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

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 II	4, Pass/Fail
		Subtotal: 20

Nurse Educator Option

The Nurse Educator option is designed to address the growing need for nurse educators in the private and public sectors. This specialty track prepare nurses at the graduate level to the role of educator in practice settings and faculty positions in undergraduate nursing programs. Graduates will gain management knowledge and skills required to facilitate learning as well as design and evaluate curriculum.

21 units

NURS 238	Advanced Pathophysiology/Pharmacology	4
NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail
NURS 260	Learning Theories and Teaching Strategies	3
NURS 263	Evaluation and Test Construction	3
NURS 264	Curriculum Development	3
NURS 265	Nurse Educator Practicum	4, Pass/Fail
		Subtotal: 21

Subtotal: 21

Nurse Informatics Option

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.

19 units

NURS 220	Concepts and Theories of Nursing Administration/Management	3
NURS 225	Organization Theory	3
NURS 236	Health Information Technology (HIT)	3
NURS 239	Nursing Informatics Concepts and Principals	3
NURS 237	Technology and Innovation	4
NURS 233	Data Management in Healthcare	3
		Subtotal: 19

Care Transition Management Option

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.

19 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 266A	Care Transition Management Practicum	2, Pass/Fail
NURS 266B	Care Transition Management Capstone	3,
NURS 267	Care Transition Management	3
		Subtotal: 20

Core Courses, Primary Care FNP Program Option

A graduate of the Primary Care Family Nurse Practitioner program will be prepared to care for individuals and families across their lifespan.

The Primary Care Family Nurse Practitioner curriculum includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to

family-centered care and understand the relevance of the family's identified community as it relates to the delivery of care.

The MSN degree program is accredited by the Commission on Collegiate Nursing Education. The Family Nurse Practitioner program is approved by the California Board of Registered Nursing. Successful completion of the Family Nurse Practitioner program satisfies the Board of Registered Nursing requirements for active, licensed RNs to use the title of Nurse Practitioner in California.

18 units

NURS 271	Theoretical Basis and Philosophical Foundation for Nurse Practitioner	3
NURS 272	Health Law and Ethics for the Primary Care Family Nurse Practitioner	3
NURS 274	Health Promotion and Risk Reduction of Diverse Populations Across the Life Span	3
NURS 276	Healthcare Economics in a Changing Healthcare Environment for the Primary Care Family Nurse Practitioner	3
NURS 277A	Scientific Inquiry in Nursing for the Primary Care Family Nurse Practitioner	3
NURS 277B	Primary Care Family Nurse Practitioner Capstone Course	3
		Subtotal: 18

Requirements for Primary Care FNP Option 30 units

NURS 241	Primary Care of the Family Through the Life Span I	4
NURS 242	Primary Care of the Family Through the Life Span II	4
NURS 243	Advanced Pathophysiology	3
NURS 244	Advanced Pharmacology	3
NURS 251	Primary Care of the Family Through the Life Span: Role Development I	1, Pass/Fail
NURS 251L	Primary Care of the Family Through the Life Span: Role Development I Lab	3 Units pass/fail
NURS 252	Primary Care of the Family Through the Life Span: Role Development II	1, Pass/Fail
NURS 252L	Primary Care of the Family Through the Life Span: Role	3 Units Pass/Fail

NURS 253	Development II Lab Primary Care of the Family Through the Life Span: Role Development III	1, Pass/Fail
NURS 253L	Primary Care of the Family Trough the Life Span: Role Development III Lab	3 Pass/Fail
NURS 270	Advanced Health Assessment for the Primary Care Family Nurse Practitioner	3
NURS 270L	Advanced Health Assessment for the Primary Care Family Nurse Practitioner Lab	1

Subtotal: 30

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.

ADN TO MSN OPTION

The ADN to MSN option at HNU is an accelerated program designed for associated degree nurses. This program enables nurses to advance their nursing careers and to learn how to practice in some of the most challenging new roles in today's health care environment. The ADN to MSN program is available in four concentrations: Nursing Administration, Education, Informatics, and Care Transition Management. The program is completed in two years and will take 49-51 units, depending on the concentration.

Applicants to this program meet MSN admissions requirements and have earned an ADN (Associate Degree in Nursing) rather than a BSN (Bachelor of Science in Nursing). Once the prerequisite and bridge courses have been completed, students will take the MSN Core Courses and the courses required for their selected Option.

Prerequisite courses

Courses

ENGL 1B	Writing for the Digital Era	3
PSYC 63	Statistical Methods	3
NURS 180	Epidemiology	3

Bridge Courses

The ADN to MSN pathway students hold an RN license and a BRN approved Associate's degree in nursing. The early portion of the curriculum builds upon students' and knowledge to meet the BSN Essentials. During this portion of the curriculum, students explore and discover principles of community health, professional nursing role, epidemiology, informatics, leadership, and evidence-based practice. Students can progress through the curriculum

during the first year concurrently enrolled in core graduate nursing courses. If needed, a GAP analysis (Bridge course worksheet) in completed for these students.

The student learning outcomes are reflected in student competencies at the end of the program. Lower division courses focus on the development of a basic foundation of knowledge and skills that will enable the student to understand and practice the role of the professional nurse. The nine essentials of Baccalaureate Education are the foundation

24 units

NURS 132	Theoretical Basis of Professional Nursing	3
NURS 141	Nursing Research	3
NURS 142	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 Clinical	3 Pass/Fail
NURS 172	Informatics	3
NURS 180	Epidemiology	3

Nurse Educator Bridge Courses

12 Units

NURS 141	Nursing Research	3
NURS 142	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

MSN/MBA PROGRAM

The MSN/MBA program is one of only six in the State of California and is designed for nurses interested in preparation for higher administration positions and/or owning a business related to healthcare. This is a 68-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 or are enrolled in their final courses during the spring semester immediately preceding the ceremony.

Requirements for the MSN/MBA program

69 units

ECON 15	Statistical Methods	3
BSAD 129	Business Finance	3
BSAD 207	Managerial Accounting	3
BSAD 229	Financial Management	3
BSAD 251	Corporate Policy and Ethics	3
BSAD 260	Marketing Management	3
BSAD 295	Strategy in the Global Environment	3
NURS 211	The Theoretical Basis and Philosophical Foundation 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 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 II	4, Pass/Fail
BSAD 003	Principles of Accounting	3
BSAD 004	Financial Accounting	3
BSAD 005	Managerial Accounting	3
NURS 217	Capstone	4

PATHWAY PROGRAM TO THE MASTER OF SCIENCE IN NURSING (MSN)

Students who have an RN license and have earned a bachelor's degree in a non-nursing field of study may meet the entrance requirements for the MSN program by completing the Pathway Program. Based on the desired concentration, students need to complete the following courses at the undergraduate level of nursing before admission to the MSN program.

Primary Care Family Nurse Practitioner Option Courses for Primary Care Nurse Practitioner Option

NURS 141	Nursing Research	3
NURS 142	Family and Community Health Nursing I	3
NURS 142L	Family and Community	3,

	Health Nursing I Practicum	Pass/Fail
NURS 151	Leadership and Management in Nursing	3
NURS 153	Healthcare Economics	2
NURS 172	Informatics	3
	Subtotal:	17

Subtotal: 17

MSN/MBA Option

Courses for MSN/MBA Option

NURS 141	Nursing Research	3
NURS 142	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
	Subtotal:	15

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 eleven post-graduate courses and includes 33 units of study. Clinical requirements consist of assignments to approved clinical sites with a qualified preceptor. Up to six 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" in this catalog for a description of the grading system.

Required Courses

33 units

NURS 241	Primary Care of the Family Through the Life Span I	4
NURS 242	Primary Care of the Family Through the Life Span II	4
NURS 243	Advanced Pathophysiology	3
NURS 244	Advanced Pharmacology	3
NURS 251	Primary Care of the Family Through the Life Span: Role Development I	1, Pass/Fail
NURS 252	Primary Care of the Family Through the Life Span: Role Development II	1, Pass/Fail
NURS 253	Primary Care of the Family Through the Life Span: Role Development III	1, Pass/Fail
NURS 270	Advanced Health Assessment for the Primary Care Family Nurse Practitioner	3
NURS 270L	Advanced Health Assessment for the Primary Care Family Nurse Practitioner Lab	1
NURS 274	Health Promotion and Risk Reduction of Diverse Populations Across the Life Span	3

Subtotal: 24

33 units are required in order to earn the Primary Care Nurse Practitioner Post-Master Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 33 units.

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 215	Role Transition of Graduate Nurse	3
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 II	4, Pass/Fail

Subtotal: 23

23 units are required in order to earn the Administration/Management Post-Master Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 23 units.

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 215	Role Transition of Graduate Nurse	3
NURS 240	Advanced Health Assessment	3
NURS 240L	Advanced Health Assessment Lab	1, Pass/Fail

NURS 260	Learning Theories and Teaching Strategies	3
NURS 263	Evaluation and Test Construction	3
NURS 264	Curriculum Development	3
NURS 265	Nurse Educator Practicum	4 ,

Pass/Fail

Subtotal: 20

23 units are required in order to earn the Nurse Educator Post-Master Certificate. In cases where the Program Coordinator/Dean approves a substitution or exemption from one of the courses listed, the total units earned must still equal 23 units.

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, PHED 110, and PHED 111.

Physical Education Courses (p. 183)

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. 185)

Physics Courses (p. 185)

COURSES

ARTS - ART COURSES

ARTS 101 - History of Western Art (3)

A survey of architecture, painting and sculpture of the Western world from ancient through modern times.

Prerequisite: ENGL 1A or 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.

ARTS 111 - Fundamentals of Drawing (3)

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

ARTS 113 - 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 115 - Computer Graphics (4)

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 - Introduction to Digital Filmmaking (4)

Introduction to video production through lecture, demonstration, screening of short films and hands-on filming. Students will develop skills in pre-production planning, digital cinematography, sound recording, and post-production while filming their own short documentaries, interviews and/or stories.

ARTS 118 - Introduction to Animation (3)

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.

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.

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.

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 165 - Digital Photography (4)

This course will introduce the processes, principles, and tools of photography. Instruction will center around building a strong technical foundation in digital photography using DSLR cameras, digital editing and workflow using the Adobe Creative Suite, and printing work with professional inkjet printers. Students will develop visual literacy regarding image content and image-making throughout a semester of looking at work, discussion, and critique. Weekly discussions will cover contemporary photographers and touch on their historic roots. Students will walk away from this course with a portfolio of work and a solid foundation in photography.

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 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)

ASPP - APPLIED SPORT AND PERFORMANCE PSYCHOLOGY

ASPP 200 - Introduction to Applied Sport and Performance Psychology (ASPP) (3)

This course introduces students to the history, research, and main theoretical approaches relevant to sport and performance psychology. The course provides an overview of the principles and methods of sport and performance psychology as well as the cognitions, emotions, behaviors, and resulting outcomes of team and individual participants. It introduces students to the concept of theory to applied practice with demonstrations of mental skills training and techniques.

ASPP 202 - Advanced Sport and Performance Psychology (2)

This culminating course will deepen students' skills, knowledge of research, and theoretical approaches. The course will challenge students to think critically about research and how it impacts their work as practitioners, including debates on various topics. Case conceptualizations will examine more complex issues to cultivate emotional, cultural, and contextual intelligences. Students will explore the interconnectedness of concepts, theories, and techniques that go into an integrated consulting approach. Future directions of the field will also be covered.

ASPP 203 - Counseling Skills in Sport and Performance Psychology (3)

This course introduces student to foundational counseling skills for applied practice in Sport and Performance Psychology. These skills including appropriate use of self, empathy, reflective practice, attending and confronting with special attention to the impact of diversity on the counseling relationship. ASPP203 will introduce the practice of assessment, and action planning with emphasis on Rogerian and Motivational Interviewing approaches within the SPP consulting relationship. The course will address AOD, co-occurring disorders, suicidality, crisis management and legal and ethical considerations for SPP practitioners. Topics of collaboration with community resources, psychoeducation, referrals and advocacy will also be introduced. Methods of service delivery will be discussed. A didactic experiential approach will be utilized, including group processes. This course will incorporate hands on experience with role-playing and active practice of counseling skills for practice in applied settings.

ASPP 204 - Applied Mental Skills Training (3)

Building on the foundation of mental skills learned in Introduction to Sport and Performance Psychology, this

course will advance students' knowledge of mental skills for performance and give them opportunities to experience and apply the interventions and concepts to a wide range of performers and teams. Students will practice, teach, and reflect on a variety of mental skills techniques from evidence-based perspectives and address how to bridge theory to practice. Students will also examine how the efficacy of the techniques change based on the cultural contexts of the performance arenas and performers.

ASPP 205 - Advanced Mental Skills Training (3)

Building on the knowledge and skills gained in the Applied Mental Skills Training course, this course will further advance students' understanding of how to integrate ethical practice, theory, and research into their applied work. Students will explore interventions for both short-term, problem-focused work, as well as continual needs assessment and support for the evolution of the consulting process for long-term clients. The course will explore formulating case conceptualizations, bespoke consultation and interventions, reflective practice applications, personal consulting style, and deepening cultural, emotional, and contextual intelligence.

ASPP 206 - 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.

ASPP 207 - Professional Ethics and Standards in Sport and Performance Psychology (3)

This course provides an introduction and exploration of the range of ethical and legal issues that professionals may encounter within the field of sport and performance psychology. Students will examine the theoretical constructs of ethical decision-making and explore issues such as the impact of personal biases on decision-making, transference and countertransference, confidentiality, dual relationships, technology, social media, and boundaries of competence.

ASPP 209 - Research Methods in Sport and Performance Psychology (3)

This course explores research methods and design, assisting students in becoming critical consumers of research. Course topics include qualitative and quantitative research assumptions, statistical analysis, multi-cultural considerations, and ethical application of research. Upon course completion, students will recognize the importance

of evidence-based research within Applied Sport and Performance Psychology.

ASPP 208 - Assessment in Sport and Performance Psychology (2)

This course encompasses the purpose, implementation, and utility of initial and ongoing assessment strategies with individuals, teams, and groups. Topics include: structured, semi-structured, and unstructured interviews, performing behavioral observations, theoretical foundations of assessment measures, suicidal assessment, test construction and the administration, scoring, and interpretation of objective psychological measures applicable to sport and performance settings. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance.

ASPP 210 - Diversity in Sport and Performance Psychology (3)

This course provides students with an examination of the historical and present-day topics regarding diversity in sport and performance. Students will engage in critical self-reflection to uncover their own implicit biases and assumptions as they relate to their future work as practitioners. The course will explore the concept of cultural competence regarding ethnicity, race, gender, sexual orientation and identity, religion, age, socioeconomic status and other areas of cultural considerations. Students will learn to think critically by enhancing their awareness of intersectionality, microaggressions, diversity, inclusion, social justice, and equity and how these concepts may impact performance and well-being.

ASPP 211 - Applying Mindfulness in Sport and Performance Psychology (1)

This course is designed to provide students with an introduction to mindfulness as a practice and theoretical framework from which they can assist athletes and other performers. Drawing from mindfulness literature and research, students will learn experientially by engaging in their own mindfulness practice while gathering evidence supporting a mindfulness approach. Students will have the opportunity to create their own meditation scripts, practice application, and learn the differences between a mindfulness approach and CBT frameworks.

ASPP 212 - Introduction to Executive Coaching (1)

ASPP 213 - Group Dynamics (1)

This course will focus on the unique dynamics that occur within groups and systems and will address how these dynamics impact group cohesion and performance. Students will examine the theory and research of group dynamics and explore topics such as group formation and the stages of development, communication, leadership, trust, and group behavior. Additionally, the course will address the ways in which group members arrive at roles, norms, and identities and learn to identify cultural and ethical issues in working with groups.

ASPP 214 - Applying Mindfulness in Sport Performance Psychology (3)**ASPP 215 - The Business of Consulting (1)**

This course aims to provide students with the fundamentals of starting and operating a business as mental performance practitioners. Students will cover the basics of entrepreneurship, understanding their value, owning their expertise, and securing work. Topics include networking, marketing, sales, branding, negotiating, setting fees, creating proposals, and developing contracts.

ASPP 216 - Mental Performance in Military Populations (1)

This course will focus on the unique mental challenges experienced by military populations. Students will examine how sport and performance psychology skills can be tailored to fit this specific performance population. Throughout the course, students will learn about the culture of the military, team dynamics within a military unit, distinctive performances that impact their career and mission, as well as the overall psychological components of combat. Additionally, students will gain knowledge on the profession of performance consulting with the military as an occupation.

ASPP 217 - Mental Performance in Athletic Coaching (1)

This course provides students with theories, research, and applications for integrating mental performance concepts into the athletic coaching realm. Students will consider how to apply interventions within team and individual sports and examine how to use mental performance techniques in collaboration with the coach. The course will help students understand the dynamics of the coach-athlete relationship and explore how to navigate ethical challenges in working with coaches.

ASPP 218 - Mental Skills Training: Consulting Through a Season (1)

This course will examine the experience of being a Mental Performance Consultant on an athletic team for the duration of an entire season (including pre-season, mid-

season and post-season). We will explore the social and psychological setting of multiple sports, with special emphasis on the individual and collective mental skills related to team success. Through the use of the main text and case studies, various situations the consultant may encounter throughout a season will be analyzed. A basic understanding of the collegiate sport model, as well as conditions related to mental skills training with a team, will be explored by the end of the course.

ASPP 219 - Psychology of Human Development (3)

This course covers the study of human development that includes social, cultural, biological and psychological issues of conception, prenatal life, infancy, childhood, adolescence, adulthood and aging/death. Psychosocial development, brain development/neuropsychology, youth sports, self-concept, language, personality, moral reasoning, and culture are emphasized. This course focuses primarily on the theories and application of normal development using a systems approach.

ASPP 220 - Neurocognitive Technology Applications in Sport and Performance Psychology (1)

This course will focus on how mental performance practitioners can integrate neurocognitive training technologies. Students will examine the science, theory, and practice of leveraging technology to train cognitive and neurocognitive skills. Additionally, the course will cover the basics of evaluating, selecting, and applying new technologies within a consulting role. Topics include biofeedback, performance vision, and perceptual-cognitive training as well as best practices for introducing technologies in applied settings.

ASPP 221 - Applied Performance Project I (1)

The Applied Performance Project is a program-long sequence of courses that students take each semester in order to produce a final project. Elements may include development of the following: an extensive literature review, a portfolio of academic and applied work, a philosophy of practice presentation, elevator speeches, a resume, social media profiles, templates of professional practice documents, and a Creative element that may include a podcast, workbook or development of a website. The project will be presented to a panel of experts who will also conduct a mock job interview. This is a Credit/No Credit course.

ASPP 222 - Applied Performance Project II (1)

The Applied Performance Project is a program-long sequence of courses that students take each semester in order to produce a final project. Elements may include development of the following: an extensive literature review, a portfolio of academic and applied work, a philosophy of practice presentation, elevator speeches, a

resume, social media profiles, templates of professional practice documents, and a Creative element that may include a podcast, workbook or development of a website. The project will be presented to a panel of experts who will also conduct a mock job interview. This is a Credit/No Credit course.

ASPP 223 - Applied Performance Project III (1)

The Applied Performance Project is a program-long sequence of courses that students take each semester in order to produce a final project. Elements may include development of the following: an extensive literature review, a portfolio of academic and applied work, a philosophy of practice presentation, elevator speeches, a resume, social media profiles, templates of professional practice documents, and a Creative element that may include a podcast, workbook or development of a website. The project will be presented to a panel of experts who will also conduct a mock job interview. This is a Credit/No Credit course.

ASPP 224 - Applied Performance Project IV (1)

The Applied Performance Project is a program-long sequence of courses that students take each semester in order to produce a final project. Elements may include development of the following: an extensive literature review, a portfolio of academic and applied work, a philosophy of practice presentation, elevator speeches, a resume, social media profiles, templates of professional practice documents, and a Creative element that may include a podcast, workbook or development of a website. The project will be presented to a panel of experts who will also conduct a mock job interview. This is a Credit/No Credit course.

ASPP 226 - Optimal Performance Recovery (1)

This course will focus on implementing micro and macro recovery routines and techniques to support optimal physical and mental performance. Students will examine research on the benefits of purposeful recovery and evidence-based recovery practices. Methods, which sport and performance psychology professionals can use to teach recovery within individual and group settings, will be explored using cognitive, behavioral, emotional, and/or spiritual strategies and techniques. Each student will develop their own personal recovery protocol. Additionally, students will choose a specific performance domain to develop a micro recovery training plan and implementation strategy using evidence-based psychology methods.

ASPP 228 - Motor Learning and Control (1)

To help someone develop a new skill or movement one must understand motor learning and control. This course will cover key fundamentals of motor learning and control

that will help students understand what is going, why it is going on, and how to structure activities that will lead to efficient development. In this course students will learn to develop a knowledge framework to address problems, how to structure activities for individuals and groups, which learning processes are the most effective and why, and how to organize and communicate effectively with clients (and oneself).

ASPP 230 - Introduction to Applied Performance Placements (1)

This course is designed to orient students to the logistics and expectations of working as mental skills trainee-practitioners in their applied performance placements. The course provides in-depth details regarding trainee roles and responsibilities, and the opportunity to plan for their first applied placement experience (Intensive). This course will assist the students with instruction and content development in order to set them up for success in their applied placements. It will also introduce students to debriefing skills and the supervisory experience.

ASPP 231 - Applied Performance Placement I: Intensive (2)

This two-week immersion course is the first applied performance placement trainee-practitioners will experience in the program. Students will engage in direct experiential work with performers aimed at applying their knowledge of mental skills training, assessment, theories, and evidence-based practices while demonstrating professionalism and considering ethical issues. Students will engage in individual and group supervision, receiving timely feedback and support, and the opportunity to observe expert practitioners in an applied setting. This is a Credit/No Credit course.

ASPP 232 - Applied Performance Placement II (3)

This course is the second in a series of three Applied Performance Placement experiences students will engage in over the course of the program. This placement experience provides the student with direct experiential work as trainee-practitioners with a population of their choosing in the sport and performance psychology realm, supervised by a Certified Mental Performance Consultant of the Association for Applied Sport Psychology (AASP) for both individual and group supervision. This is a Credit/No Credit course.

ASPP 233 - Applied Performance Placement III (3)

This course is the third in a series of three applied performance placement experiences students will engage in over the course of the program. This placement experience provides students with direct experiential work as trainee-practitioners in the sport and performance psychology realm. Students will be supervised by a Certified Mental

Performance Consultant (CMPC) of the Association for Applied Sport Psychology (AASP) for both individual and group supervision. Opportunities for placements within Holy Names University's Athletic Department may be offered to qualified students. This is a Credit/No Credit course.

ASPP 241 - Performance Masterclass* (0)

The Performance Masterclass series provides students the opportunity to learn from some of the very best in the field of Applied Sport and Performance Psychology. We invite leading academics, practitioners, coaches, and performers to share their trade secrets, working methods, and expertise. The masterclasses are typically 2 or 3-hours in length. Students will be able to engage with the presenters and ask questions to gain insight into the experts' work. This is a Credit/No Credit course.

ASPP 243 - Professional Development Workshops* (0)

Professional development workshops provide opportunities for students to further their education beyond program-specific coursework. Each workshop offers valuable, hands-on training and tools to support career development. Potential workshops may include how to read research articles, writing skills for graduate school, job searches, interviewing, and other topics within professional development. This series will also facilitate preparation for the final Comprehensive Exam and the post-masters CMPC exam. This is a Credit/No Credit course.

ASPP 290 - Exit Meeting (0)

The Exit Meeting is the last required element of the MA and Certificate programs. It should be completed once all other requirements are met. This involves meeting with the Program Director to reflect on time in the program, specific courses, instructors, etc. and have an opportunity to give feedback about any element of the program and their time at HNU. Students will be encouraged to articulate the ways in which they wish to be involved with the program as alumni and also how they can help promote the program and HNU as ambassadors. We will also cover what benefits they have as alumni of the university and program and what HNU benefits they may not have access to any more once they graduate. We will discuss what happens post-graduation and various elements to consider as they step into the field, for example, becoming certified as a Certified Mental Performance Consultant (CPMPC), Continuing Education requirements, journal subscriptions, and professional liability insurance, etc. Other elements include reviewing and editing the student's CV/resume, discussing the importance of peer consultation groups, promoting themselves in the field, their future plans and ideas, networking and introductions to various professionals in the field. Finally, we will discuss the

importance of service and giving back. Professional development workshops provide opportunities for students to further their education beyond program-specific coursework. Each workshop offers valuable, hands-on training and tools to support career development. Potential workshops may include how to read research articles, writing skills for graduate school, job searches, interviewing, and other topics within professional development. This series will also facilitate preparation for the final Comprehensive Exam and the post-masters CMPC exam. This is a Credit/No Credit course.

ASPP 298 - Final Comprehensive Examination (0)

The Final Comprehensive Exam is offered in Spring and Fall each year and taken in the students' final semester. It is comprised of two separate exams, one written and one oral. The written exam includes questions from all the core classes taken up until the students' final semester. Upon passing the written exam, the student is then eligible to take the oral exam (usually 1-2 weeks later). The oral exam includes presenting a case conceptualization, teaching a mental skills technique and responding to an ethical vignette. Preparation for the final exam is given in a Professional Development Workshop (ASPP243) in the same semester in which the student takes the exam. This is a Credit/No Credit course.

BIOL - BIOLOGICAL SCIENCE COURSES

BIOL 1A - Principles of Biological Science I (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 II (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 in Pre-Nursing, Health Science, and Kinesiology Programs. If space allows, other interested students may enroll with the permission of the Coordinator of Math and Science.

Prerequisite: BIOL 17, and either CHEM 7 or CHEM 1A, Pre-nursing students are required to complete pre-requisites 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 Pre-Nursing, Health Science, and Kinesiology programs. If space allows, other interested students may enroll with the permission of the Coordinator of Math and Science. Laboratory: 4 hrs.

Prerequisite: BIOL 17, and either CHEM 7 or CHEM 1A, Pre-nursing students are required to complete pre-requisites with grades of B- or better. Corequisite: BIOL 11.

BIOL 13 - Public Health Biology (3)

This course is an introduction to biological concepts pertaining to health and disease. Concepts related to population biology, cellular and molecular biology will be covered with respect to nutrition, environmental health and chronic diseases. Topics will include the relationship between nutrition and health as well as diseases of microbial and environmental origins that significantly impact public health.

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 Kinesiology majors and students officially enrolled in the HNU Nursing Preparation Program. If space allows, other interested students may enroll with the permission of the Coordinator of Math 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 Coordinator of Math and Science.

Prerequisite: 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 Coordinator of Math and Science. Laboratory: 4 hours.

Prerequisite: 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 1A; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

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 1A; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

BIOL 111 - 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.

For Kinesiology majors, KINE 132 is a prerequisite.

Prerequisite: BIOL 1A; BIOL 1B; BIOL 17; CHEM 1B or CHEM 7; 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; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

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: BIOL 1A; BIOL 1B; CHEM 1B or CHEM 7; ENGL 1A or ENGL 1B 1B. All pre-requisite courses must be completed with a C- or better. 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; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

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.

Prerequisite: BIOL 1A; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better. 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; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

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; BIOL 1B; CHEM 1B. All pre-requisite courses must be completed with a C- or better.

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.

Prerequisite: BIOL 1A; BIOL 1B; CHEM 1B. All pre-requisite courses must be completed with a C- or better. 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; BIOL 1B; CHEM 1B. All pre-requisite courses must be completed with a C- or better.

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: One Biology course (BIOL 13, BIOL 1A, BIOL 11, BIOL 15, BIOL 17 or BIOL 20) and one Statistics course (MATH 60, PSYC 63, ECON 15, or MATH S2) or their equivalents.

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; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better.

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; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better.

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.

Prerequisite: BIOL 1A; BIOL 1B; CHEM 1B or CHEM 7. All pre-requisite courses must be completed with a C- or better. Corequisite: This course must be taken concurrently with 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; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better.

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; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better.

BIOL 175L - Modern Molecular Biology Laboratory Techniques (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 1A; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better.

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; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better.

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.

Prerequisite: BIOL 1A; BIOL 1B; CHEM 1B. All prerequisite courses must be completed with a C- or better. 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) - Biological Science Senior 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: BIOL 001A, BIOL 001B, CHEM 001A, CHEM 001B, and ENGL 1A or 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 1A or ENGL 1B. Instructor signature required for enrollment.

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 003 - Principles of Accounting (3)

beginning course in the theory and practice of financial accounting. It is focused on the identification, measurement and reporting of financial effects of events on business organizations. BSAD 003 introduces the accounting cycle for preparation of balance sheets and income statements.

BSAD 004 - Financial Accounting (3)

continues the work of BSAD 003, exploring specific attributes of accounts on the balance sheet, as well as introducing the statement of cash flows. BSAD 004 focuses on sources of capital for a company's growth and looks at accounting for partnerships and corporations.

BSAD 005 - Managerial Accounting (3)

devoted to managerial accounting, the use of accounting systems in the process of management of an enterprise. Classification of costs and revenue on several bases for various uses; budgeting and standard cost accounting, analyses of relevant costs and other data for decision making.

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. Course requires a C- or better.

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. Course requires a C- or better.

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 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 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 (4)

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 (Can be taken concurrently).

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 136 - International Finance (3)

International financial markets and financial institutions; analyses of the balance of payments; role of central banks in financing international flow; introductions to the instruments and markets of foreign exchange; currency theories and determination of exchange rates; foreign trade and international investments.

Prerequisite: BSAD 129.

BSAD 137 - Investments (3)

Introduction of investment value for individual investors; necessary policies and prerequisites for an investment program; bonds and stocks analysis and valuation; security markets and timing; portfolio theory; fundamental concepts and theories of options, forwards, futures, and other derivative products.

Prerequisite: BSAD 129.

BSAD 139 - Financial Markets and Institutions (3)

Introductions to the functions and the structure of the U.S. financial markets; the role of financial markets and institutions, interest rates, and inflation; money and capital markets; financial instruments and their characteristics; an introduction to the impact of monetary policy on financial institutions and markets.

Prerequisite: BSAD 129.

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 1A. Crosslisted as: PSYC 148W.

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 156 - Business Ethics (3)

Business Ethics is the study of proper business policies and practices regarding potentially controversial issues, such as corporate governance, insider trading, bribery, discrimination, corporate social responsibility and fiduciary responsibilities. Law often guides business ethics, while other times business ethics provide a basic framework that businesses may choose to follow to gain public acceptance.

BSAD 157 - Accounting Ethics (3)

A comprehensive study of ethical issues that accountants must handle. This class is required to sit for the CPA exam. Its topics include general ethical principles applied to accounting, personal responsibility, the AICPA Code of Professional Conduct, tax/audit/accounting issues, confidentiality, independence, conflicts of interest, discreditable acts, whistleblower duties, and the Sarbanes-Oxley Act of 2002.

Prerequisite: BSAD 012 or BSAD 005.

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. Course requires a C- or better.

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 200 - MBA Introductory Course (3)

This course provides a brief introduction to the world of business and its main disciplines so that the beginning MBA students will be able to understand the concepts and terms used in the MBA core courses of finance, accounting, marketing and management and the ways that business organizations operate.

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).

BSAD 206 - Small Business Accounting and Operations (3)

This course is about the process of opening and operating a small business or professional office. The course will introduce the student to basic bookkeeping concepts and practice, office staffing, employment and income taxes, employment law, lease obligations and other aspects of a small 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 208 - Corporate Financial Reporting (3)

Understanding the SEC's Integrated Disclosure System, including Regulations S-X and S-K. Emphasis on Management's Discussion and Analysis (MD&A). Preparation of forms 10-K, 10-Q, 8-K and others. Understanding the Financial Accounting and Standards Board process and how to use GAAP tools.

BSAD 209 - Advanced Business Law for Accountants (3)

Understanding business law specifically as it relates to the legal issues that are encountered by certified public accountants. This course covers such areas as the Uniform Commercial Code, contracts, securities regulation, organizational structure and formation, ethics, the Sarbanes-Oxley Act, property and insurance, and other forms of government regulation.

BSAD 210 - Accounting Information Systems (3)

Examines accounting systems as integral components of management information systems. This course will provide students with an understanding of general systems theory, information theory, databases and systems analysis. Students will focus on detailed examination of specific accounting applications.

BSAD 211 - Data Analytics (3)

This course is designed to provide the student with the basic techniques of data science, that include prominent algorithms used to mine data (e.g., clustering and association rule mining), and basic statistical modeling (e.g., linear and non-linear regression). The course is targeted towards individuals who would like to know the practices used and the potential uses of large-scale data analytics. The objective of this course is to ascertain that the students know the fundamental techniques and tools used to design how to gather and analyze large volumes of data.

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), 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 246 - Introduction to Entrepreneurship (3)

This course is about entrepreneurship and specifically about starting, growing, managing, leading, and ultimately exiting a new venture. Of all the courses you take at the University, this one will likely be the most hands-on. Sixty percent of your grade will be based on pitches, product demos, and business plan that you develop. The course sequence will follow the natural order of starting a new business: choosing the idea and the team, validating that idea with customers, honing the initial pitch, dealing with the legal issues of starting a business, building a great product, deciding among financing strategies, developing a go-to-market and operating plan and then exiting successfully.

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. Designed to support students' transition into the university with a focus on strengthening connections with members of the HNU community; teaching and/or enhancing strategies for academic and personal success; developing familiarity with campus resources; and encouraging intellectual engagement and discussion around themes of leadership, service, and social justice.

CALP 100 - Credit by Assessment and Portfolio Development (3)

Get college credit for what you already know! Save money and time through a combination of prior coursework, courses completed at Holy Names, and demonstration of learning that has occurred outside of the classroom.

CALP 150 - Credit by Assessment and Portfolio Development (Variable Credits)

Get college credit for what you already know! Save money and time through a combination of prior coursework, courses completed at Holy Names and demonstration of learning that has occurred outside the classroom.

CALP 191 - Educational Leadership: Theory and Practice (1)

This course provides a foundation in theories of leadership, transition, and student development and is a requirement for students interested in participating as Peer Mentors, Resident Assistants, or Orientation Interns. Open to any student, this course is highly recommended for students in other leadership roles, including members of ASHNU, Orientation Team, and the Hawk Student-Athlete Advisory Committee (HSAAC). 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 196.

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 Program Coordinator/Dean 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.

CIDS - COMPUTER INFORMATION AND DATA SYSTEMS

CIDS 101 - Intro to Applied Computing

In this introduction to data and computer science, you will learn data processing and statistical techniques, along with critical concepts and skills in computer programming using Python. Using hands-on analysis of real-world datasets — including economic data, document collections, geographical data, and social networks — you will learn why and how data influences decision-making of all kinds: political, social, and economic. Instruction will be delivered remotely by world-class computer science and statistics professors through video lectures. Then you will return to class for collaborative team projects to solve real-life problems similar to those a team at Google might face. As part of the course, you will also hear from Google engineers and data scientists about their careers in the tech industry and how you can prepare yourself for a similar career.

CIDS 103 - Computer Coding in Python (3)

This course teaches students the basics of computer programming using Python, including program construction and data analysis using the built-in Python data structures such as lists, dictionaries, and tuples. Students will also be introduced to the core syntax, commands, and data structures of the Python programming language.

CIDS 104 - Programming for Everyone II (3)

Programming for Everyone II teaches students about the fundamentals of data access and management. In the first half of the course, students will learn how to leverage their Python skills to treat the internet as a source of data. Students will work with HTML, XML, and JSON data formats in Python. The second half of the course introduces students to the fundamentals of Structured Query Language (SQL) as well as database design as part of a multi-step data gathering, analysis, and processing effort. As part of the course, students will build web crawlers and multi-step data gathering and visualization processes.

CIDS 105 - Internet History, Technology, & Security (3)

This course guides students through the history, workings, and challenges of network technology. Students will gain a better understanding of important technological issues currently facing society, and discover how the Internet and Web are spaces for innovation, and how their contributions continue to build on that innovation.

CIDS 110 - Application Development I (3)

This is the first course in the Application Development series. Application Development I introduces students to Django - a Python-based framework used in the creation of complex, data-driven websites. Students will learn the features and particularities of Django, as well as the basics of web applications including HTML, the Request-Response structure, and the internal structure of servers. Students will also review the basics of database management, and dive deeper into a variety of data structures and modules. This course is intended to prepare students for Application Development II, in which they build their own Web Applications.

CIDS 111 - Application Development II (3)

This course is a continuation of the Application Development series and is divided into two parts. In the first part of the course, students work individually to build a web application to post classified ads. In the second part of the course, students will work in groups to plan and build their own unique web applications. This course heavily emphasizes project-based learning.

CIDS 115 - Web Development for Computer Science (3)

Web Development introduces students to HTML, CSS, and Javascript - the core technologies which power modern websites. Students will learn how to create interactive, aesthetically pleasing websites for a variety of purposes. This course culminates in a project which will have students build a website for a real or imaginary product of their choosing. Students concurrently enrolled in

Application Development II are encouraged to build a website that corresponds with their project in that course.

CIDS 197 - Special Topics (3)

Special Topics in computer science and technology.

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 Coordinator/Dean).

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.

Prerequisite: ENGL 1A or ENGL 1B. Crosslisted as: ENGL 108W.

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 Coordinator/Dean).

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 (4)

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 recommended that the student 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(W) - 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, or Instructor Permission for transfer students).

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 165E - 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 108W, 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.

CPFP - CERTIFIED PERSONAL FINANCIAL PLANNER COURSES**CPFP 101 - Principles of Financial Planning (3)**

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.

CPFP 102 - Risk Management and Financial Planning (3)

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

CPFP 103 - Investment Planning (3)

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

CPFP 104 - Tax Planning (3)

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

CPFP 105 - Retirement Savings and Income Planning (3)

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

CPFP 106 - Estate Planning (3)

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The

nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

CPFP 107 - Financial Planning Capstone (3)

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives.

CPSY - COUNSELING PSYCHOLOGY COURSES

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

Course includes foundational counseling skills including appropriate use of self; empathy, reflective practice, listening and tracking with special emphasis on the impact of diversity on the counseling relationship. Course will introduce assessment, diagnosis, and treatment planning, with emphasis on Rogerian and Motivational Interviewing approaches. Case management, including collaboration with community resources, referrals and advocacy will be introduced. Recovery-oriented care and methods of service delivery will be covered. A didactic experiential approach will be utilized throughout the course.

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 and LPCC 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 including children, elders, victims of violence, and severely mentally ill.

CPSY 202 - Psychopharmacology (3)

This course covers the basics of neurological functioning, development, and psychopharmacology. Topics will include basic brain functioning in mental illness and SUD, as well as how psychotropic medications function on a neurological and biological level.

CPSY 203 - Foundations of Forensic Psychology (3)

This course explores the various facets of the field of forensic psychology, including models, practices and procedures. Psychological constructs in forensic

psychology will be reviewed, including developmental, behavioral, cognitive, social, and biological models of understanding human behavior. The course will cover landmark legal cases relevant to the practice of forensic psychology, potential careers in psychology including expert testimony, legal consultation, and forensic assessment in the criminal justice system. The course also reviews ethical principles and dilemmas in the practice of forensic psychology, correctional psychology and working in the juvenile justice system. Relevant case law will be covered to provide a historical perspective of the increasing important role of forensic psychology in our country.

CPSY 204 - Career Development Theory and Practice (3)

This course provides a practical and theoretical foundation for understanding the relationships of personal and career development theories to counseling practice. A review of vocational choice theory, lifestyle choices, occupational and educational information, decision-making processes and career exploration techniques is reviewed. The course also focuses on the effects of discrimination and harassment in the workplace across the lifespan, issues around work-life balance, as well as ethical standards in practice.

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; how issues of diversity, socio-economic 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 theories of criminal behavior, including biological, psychological and sociological theories. The relationship of trauma and SUD to criminal behavior will also be explored, methods of prevention, early intervention and treatment. It is designed to introduce the student to the complexities of developmental (juvenile) delinquency, adult crime including criminal homicide, sexual offenses, SUD and co-occurring disorders, human aggression, economic and public order crime. The 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 psychoactive substances on mental health and well-being, with a particular focus on co-occurring disorders, the developmental impact of substance use, and larger cultural and socio-economic diversity issues. This course is taught from a harm reduction perspective, and will introduce students to current theories of dependence, methods and protocols for detoxification, relapse prevention, and evidence-based treatment models.

CPSY 209 - Interventions and Treatment in Forensic Psychology (3)

This course focuses on interventions for and treatment of victims and offenders in the forensic system. Students will review the major mental illnesses and models of intervention and treatment, particularly those suited to forensic contexts. Dialectical Behavior Therapy (DBT) and other trauma informed cognitive-behavioral strategies for engagement such as motivational interviewing, crisis intervention and de-escalation techniques will be presented. Students will have opportunities to practice these skills in a variety of classroom activities.

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, diversity in therapy, and personal therapist qualities that affect the counseling relationship.

CPSY 211 - Forensics: Psychometrics and Assessment (3)

This course is designed to familiarize students with the psychological assessments used to measure risk, including assessing the risk for violence and recidivism. Course objectives include how to understand and evaluate the reliability, validity, and other pertinent psychometric properties of forensic psychological assessment tools. The

course explores interpretation of assessment data and how it may be used in a forensic context.

CPSY 212 - Forensic Psychology Professional Practice Seminar (3)

This course introduces students to the ways in which forensic psychologists interface with the diverse agencies in the civil/legal systems. Special topics include providing accessible services that support re-entry, emphasis on referrals and health disparities that prevail for forensically involved individuals, group process, including multi-disciplinary professional communication in integrative settings, and community identified best practices for treatment of substance use, mental health, and other life sustaining services.

CPSY 213 - Motivational Conversations: Focus on Change (2)

This class is designed specifically to expose Forensic Psychology students to a set of evidence-based techniques for engaging with individuals in the criminal justice system and is open to anyone interested in learning more about Motivational Interviewing. The aim of this course is to introduce students to Motivational Interviewing as a framework for understanding the change process, as well as a set of techniques toward working with the natural resistance and ambivalence that arises in the context of any behavior change.

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 and LPCC approaches as they apply to children, severely mentally ill, elderly, various family configurations 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 include a focus on child/elder abuse, domestic violence; how issues of diversity, socioeconomic position, and stress affect human development and well-being, and the development of human sexuality.

CPSY 224 - Introduction to Restorative Justice (1)

This course will explore Restorative Justice as a philosophical orientation, and introduce students to its core principles and practices. We will delve into the core elements of the practice by engaging in a mix of didactic and experiential exercises. After this course students will

have greater understanding of the ways Restorative Justice can reach its potential as practice-based evidence for reducing violence, building resiliency, self-efficacy, and agency with cultural humility.

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

This course is designed to elevate students' ability to conduct professional counseling duties within the framework of institutional (i.e., prison or jail) and community systems. Focus will be on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/ security/organizational staff, assessing and negotiating issues of diversity, rank, and standing in correctional/organizational cultures, and understanding professional constraints as a function of political concerns within and between organizations. Students will also explore best practice for community policing and correctional programming.

CPSY 230 - Human Diversity in Counseling (2)

This course explores various cultural and other diversity contexts and their implications for counseling psychology with any population. A broad spectrum of diversity issues will be covered. Emphasis will be on MFT/LPCC principles and personal therapist qualities that affect the counseling process, including how transference and countertransference dynamics may provide a rich field for exploration of diversity issues.

CPSY 235 - Advanced Human Diversity Issues in Counseling (3)

This course focuses on the application and internalization of the multicultural principles learned in CPSY 230. Topics 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/LPCC 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 240B - Child Abuse Assessment and Treatment (1)

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

CPSY 240C - Using the DSM (1)

This course teaches how to use of the Diagnostic and Statistical Manual as a system for identifying and classifying psychopathology.

CPSY 245A - Human Sexuality and Counseling (3)

This course is an overview of human sexual response, sexual functioning and appropriate counseling techniques and theories, with a focus on diversity across individuals and sexual behaviors and identities. The course will utilize readings, student papers and journals.

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 is placed on the relationship between SUD, trauma and violence. Students will explore the various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns.

CPSY 250 - Marriage and Family Counseling (3)

This course examines assessment, diagnosis, and treatment planning for couples and families with focus on transformed definitions of "home" and "family." A review of law/ethics relating to couples and families, relational and systemic therapies and use of evidence-based practices will be covered. Attention to risk, stress and resiliency as it relates to diversity will be explored, including socioeconomic, mental illness and substance use, and sexuality. The course emphasizes collaborative approaches to treating families, recovery-oriented care and community resources.

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 the developmental effects of trauma, AOD and co-occurring disorders. MFT/LPCC principles in the context of relational and systemic theories, psychopharmacology, issues of diversity, human sexuality, gender identity, socioeconomic position will be covered. Therapist qualities that affect counseling evidence-based practices and collaborative approaches to treatment including community resources will be reviewed, as well as law/ethics as it pertains to children and adolescents.

CPSY 265 - Group Psychotherapy (3)

This course surveys various group theoretical approaches within multiple clinical contexts and populations. General systems theory along with models of group development are covered, as well as leader characteristics and their impact across different types of groups. The course also

reviews for whom and at what point group therapy is an appropriate modality of treatment, and covers techniques for handling some of the major dynamic issues that arise in groups, including scapegoating, remaining closed to differences, and the authority issue with the leader.

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 socioeconomic, human sexuality, domestic violence, child abuse, severe mental disorders and substance use. The course focuses on 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 - Foundations of Trauma Treatment (3)

This course provides students with a comprehensive and integrated approach to the assessment, diagnosis, and treatment of trauma. The bio-physiological, psycho-emotional, spiritual, and cultural effects of trauma will be addressed. Major models of the treatment of trauma will be covered, including dynamic, somatic, and cognitive behavioral approaches. 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 psychologies' 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 well being and 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 - Spirituality, Community and Trauma (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.

CPSY 276 - Developmental Trauma, Complex PTSD, and Family Systems (3)

This course prepares students for trauma-informed practice with children, youth and families as well as adults who have experienced trauma in childhood. The course will highlight the role of development, family systems and culture in trauma-specific assessment, referral and interventions. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events such as abuse, neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events including those who have come into contact with the child welfare and juvenile justice systems. It will address the level of functioning of primary care giving environments and the capacity of the community and systems to facilitate restorative processes.

CPSY 277 - Motivational Interviewing as Trauma-Informed Care (3)

The aim of this class is to explore the evidence-based practice known as Motivational Interviewing (MI) and its "cousin" the Transtheoretical Theory of Change Model (TTM), also known as the Stages of Change. These new ideas & practices help clinicians to shift from the old problem-centered disease model interventions of treating

substance use disorders and behavioral disorders of clients/consumers to ones based in science. These evidence-based practices (EBPs), such as MI, serve as a place of origin when designing interventions - *with* clients and consumers, not *for* them.

CPSY 278 - Community Mental Health Theory and Practice (3)

CPSY 279 - Healing the Healers: Vicarious Trauma and Trauma-Informed Care (3)

This course is building on core competencies related to community based mental health and addiction services with trauma survivors and to integrate and operationalize an understanding about trauma, and its sequelae into core program services. The basic philosophy and practice of trauma informed care is examined across several, specific service components: assessment and screening, residential services, substance use and case management services as well as contraindicated approaches for working with survivors of acute, developmental, community, discrimination based, gender and race based traumas. Students will learn to identify and effectively manage compassion fatigue and professional quality of life issues guided by evidence based practice. Students will learn to maintain an essential trauma informed stance of curiosity, hopefulness, non-intrusion and non-coercion based care, re-framing clinical practice itself to become trauma informed.

CPSY 280 - Psychological Assessment (2)

This course exposes students to the major cognitive, objective, projective and neurological tests used in the field of clinical work. The course also reviews the psychometric properties of reliability and validity and how they apply to the instruments studied throughout the course. Attention is given to the intersection of assessment and human diversity, including socioeconomic differences, neurology, cognition and severe mental illness, alcohol/drug use, personality, marriage, family relationships, children and victims of violence. Test interpretation and writing up results is also covered.

CPSY 285 - Introduction to Supervised Practicum and Case Seminar (3)

This course provides an overview of the pragmatics of psychotherapy including assessment, diagnosis, treatment planning/implementation and evaluation of the client in support of the student's practicum experience. Emphasis is placed on basic MFT/LPCC principles of relational / systemic / collaborative and recovery-oriented approaches using evidence-based practices in working as a counselor.

The course also reviews the stress case management/client advocacy techniques and the use of community resources, as well as a review of how case management differs from being a therapist. Focus on /client relationship and client diversity issues including family variations, socio-economics, 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 formal Application for Readiness to Practice.

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

CPSY 286 - Supervised Forensic Practicum and Case Seminar (3)

This course is for Forensic Psychology students only. Small group supervision based on the Forensic student's field placement experience. Students will critically review system dynamics and working in a forensic context with peer review and input. Topics addressed include assessment in forensic contexts, evidence-based assessments that are utilized for predicting risk and recidivism, cultural practices in the criminal justice system, working with juveniles in community contexts, and utilizing community resources advocacy and case management techniques.

Prerequisite: CPSY 203, 206 and 209.

CPSY 290 - Supervised Practicum and Case Seminar (3)

This course is 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. Prerequisites: (CPSY 290 X3 or 286 X2)

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)

As the final course determining graduation, all master's level students take the Integrating Seminar (CPSY 298) and write a culminating paper. Counseling and Dual students are given a set of questions at the beginning of the semester designed to assist them in integrating and articulating their learning from the program. The

culminating paper includes a description of the student's theoretical approach toward counseling via a case presentation, along with a review of pertinent literature and reflections on countertransference, working with difference, and personal and professional growth. Forensic students will complete a research paper in which they have the opportunity to demonstrate their knowledge of and mastery of forensic concepts, with an eye toward restorative justice.

The paper is expected to be clear and well written; content should demonstrate how well the student synthesizes material and develops and expresses responses, and must conform to APA standards.

*There is an additional fee of \$295 for this course, which includes study materials for the MFT/LPCC exam from the Association for Advanced Training in the Behavioral Sciences (AATBS). In addition to two study volumes reviewing the content for the test, the fee also includes two years of access to AATBS practice tests on-line as well as telephone coaching to assist in preparing for the exam.

Prerequisite: CPSY 201; completion of 6 units of CPSY 290 or 3 units of CPSY 286.

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 - Undergraduate Research (1-3)

This course is designed to enhance the undergraduate criminology curriculum by providing students with the opportunity to engage in research projects in collaboration with a faculty member. This experience is particularly valuable for students interested in pursuing honors and/or graduate studies.

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 270 - Curriculum and Instruction for Students with Mild/Moderate Disabilities K-12 (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.

EDTH 271 - Technology for Students with Mild/Moderate Disabilities (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.

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 Coordinator/Dean) 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.

Before the first class meeting, EDTH students should have a draft proposed research question, or case study design, in mind, as well as a draft Literature Review with at least ten (10) peer-reviewed articles related to their thesis topic. If students are unfamiliar with educational research and/or writing a literature review, they may choose to take EDUC 210, Introduction to Educational Research (1 unit) and EDUC 205 (3 units) Literature Review.

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.

**In Fall & Spring semesters, internships are two times (2x) per week, plus supervisor meetings. In Summer semester,*

internships are five times (5x) per week for six (6) weeks, plus supervisor meetings.

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.

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 (2)

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.

Field experience is required.

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.

Field experience is required.

EDUC 110 - Physical Education for Teachers (1)

Candidates learn specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

EDUC 151 - Math for Elementary School Teachers (3)

A course primarily intended for those planning to teach in the elementary school. Topics include a study of number systems - whole numbers, integers, rationals, and reals. Additional topics will be chosen from geometry, measurement, probability, and statistics.

Prerequisite: MATH 1 with a grade of C- or better.

EDUC 166 - Educational Assessment (2)

This course serves as an introductory graduate course whose goal is to facilitate each student reaching a high level of competency and professional-level understanding of assessment practices used in educational settings. The general instructional objective is to facilitate student engagement in learning experiences that will lead to the attainment of the course goal. Social justice and equity throughout the process of schooling represents the conceptual framework for course content.

Crosslisted as: EDUC 266.

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.

Candidates seeking an internship credential must take this course instead of EDUC 103.

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 245 - Curriculum Development (1)

Procedures for curriculum design, implementation, and evaluation are studied. Contemporary curricula and instructional practice are examined as outgrowths of major movements in American curriculum. Philosophy, culture, and theories of human development are related to the curriculum planning process. The appropriate roles of staff, parents, pupil and community in curricular design making are studied.

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.

Field experience required.

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).

Field experience is required.

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.

Field experience is required.

EDUC 266 - Educational Assessment (3)

This course serves as an introductory graduate course whose goal is to facilitate each student reaching a high level of competency and professional-level understanding of assessment practices used in educational settings. The general instructional objective is to facilitate student engagement in learning experiences that will lead to the attainment of the course goal. Social justice and equity

throughout the process of schooling represents the conceptual framework for course content.

Crosslisted as: EDUC 166.

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.

Field experience is required.

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 approval of a proposal by the Institutional Review Board and an in class presentation of the proposal.

Prerequisite: EDUC 205.

EDUC 291 - Teacher Research (3)

This course introduces a relatively new genre of educational research: teacher research. With an emphasis on reflective practice, it is directed at increasing the knowledge base about teaching. This form of research is an action-oriented process through which teachers investigate issues they have identified as significant for their students and their classrooms. Further, it emphasizes teacher conversations in which teachers can identify possibilities for creating changes in urban classrooms. High value is placed on teacher knowledge and the potential it holds for contributing to learning to teach and to the personal, professional development of practicing educators.

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 EDUC 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 EDUC 290 or EDUC 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 advisor 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 and an approved proposal.

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 307A - Teaching in the Bilingual Classroom: Spanish (Single Subject) (1-3)

Candidates preparing to secure certification to teach bilingually in English and Spanish in their subject matter area or those planning to teach courses "Spanish for Spanish Speakers" or any other form of secondary level Spanish bilingual education program (Dual Immersion, 2-Way Bilingual, Early Exit, 50/50, etc) participate in a bilingual clinical practice experience with formal supervised observations from a Holy Names University clinical practice supervisor/aka field supervisor.

Prerequisite: EDUC 320A or EDUC 320M. Crosslisted as: EDUC 320C, EDUC 320I, EDUC 330C, EDUC 330I, EDUC 361, EDUC 361I.

EDUC 307B - Teaching in the Bilingual Classroom: Spanish (Multiple Subject) (1-3)

Candidates preparing to secure certification to teach bilingually in English and Spanish in any form of elementary Spanish bilingual education program (Dual Immersion, 2-Way Bilingual, Early Exit, 50/50, etc) participate in a bilingual clinical practice experience with formal supervised observations from a Holy Names University clinical practice supervisor/field supervisor.

Prerequisite: EDUC 330A. Crosslisted as: EDUC 330C, EDUC 330I, EDUC 361, EDUC 361I.

EDUC 317 - Curriculum and Instruction in the Secondary School (1/2)

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.

Note: This course is offered to Single Subject credential candidates at 2 units. For Mild/Moderate credential candidates, it is offered at 1 unit.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: Concurrent enrollment in EDUC 321, EDUC 322, EDUC 323, EDUC 324, EDUC 326 or EDUC 327.

EDUC 320A - Teaching in the Secondary School (2-3)

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.

NOTE: Candidates in the Education Specialist: Mild/Moderate Support Needs credential program take this course for 2 units, while candidates in the general education credentials take it for 3 units.

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 (6)

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 (6)

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 321 - Curriculum and Instruction in the Secondary Schools: Mathematics (3)

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. Field experience required.

Note: This course is offered to Single Subject credential candidates at 3 units. For Mild/Moderate credential candidates, it is offered at 2 units.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 322 - Curriculum and Instruction in the Secondary School: Social Studies/History (3)

An examination of the California State Frameworks, curricula, instructional materials, and teaching strategies in social studies/history. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Field experience required.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 323 - Curriculum and Instruction in the Secondary School: Science (3)

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. Field experience required.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 324 - Curriculum and Instruction in the Secondary School: English (3)

This course is a comprehensive study of English and language arts. In this course, candidates will be acquainted with the objectives, content and methods associated with teaching English and language arts at the secondary level. A balanced approach to English instruction, including vocabulary development and strategies for understanding text is stressed. Included in the topics of study are the writing process, the direct, explicit teaching of spelling, and the identification of quality secondary student literature. Field experience required.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 325 - Curriculum and Instruction in the Secondary Schools: Art (3)

Principles and methods particular to the teaching of art are presented. Each student will participate in lectures and workshops presented on art. Each student will also attend conferences, read journals, evaluate computer software, create individual lessons and units, analyze main

intellectual themes of art, and develop a plan for remaining current in the field. Field experiences required.

Note: This course is offered to Single Subject credential candidates at 3 units. For Mild/Moderate credential candidates, it is offered at 2 units.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 326 - Curriculum and Instruction in the Secondary School: Physical Education (3)

This course provides single subject candidates with the background required to implement the PE curriculum in secondary schools, to use effective teaching methods to enhance student learning and to manage the adolescent learners effectively. Upon completion of this course students must demonstrate they have the knowledge and ability to teach physical education classes at the secondary school level; they must also display commitment to the values underlying the goal of lifetime participation in physical activity.

Prerequisite: EDUC 320A or EDUC 320M. Corequisite: EDUC 317.

EDUC 327 - Curriculum & Instruction Secondary School: Music (3)

This course includes an examination for the California State Frameworks, curricula, instructional materials, and teaching strategies in Visual Performing Arts with a focus on music. This course will also cover study of philosophies, principles, and practices related to general music instruction in elementary and secondary schools. Examination of contemporary approaches to teaching general music will be incorporated throughout the class as well. Analysis of skills, concepts, and materials appropriate to elementary and secondary music programs will be studied. In addition, the implementation of a comprehensive general music curriculum will be studied incorporated into this course.

EDUC 328 - Curriculum and Instruction in the Secondary School: World Languages (3)

EDUC 329 - Curriculum & Instruction Secondary School: Topics (3)

EDUC 330A - Teaching in the Elementary School (2-3)

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.

NOTE: Candidates in the Education Specialist: Mild/Moderate Support Needs credential program take this course for 2 units, while candidates in the general education credentials take it for 3 units.

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 (6)

Supervised student teaching in elementary schools. Two student teaching assignments are made at two differing grade levels for six to ten weeks in multi-ethnic schools that also reflect the student diversity in California. One of the two placements must be in a public school. Student teaching is full-time, Monday through Friday. The student's schedule must follow that of the school district. All students must complete 8 units of student teaching. Coursework must be completed with a grade of B or higher.

Prerequisite: EDUC 330A, EDUC 334, EDUC 331, either EDUC 332 or EDUC 333, either EDUC 100 or EDUC 101, either EDUC 102A or EDUC 102B. Passage of CBEST and CSET and the recommendation of the Multiple Subject Credential Coordinator required. 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 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. Field experience required.

Prerequisite: EDUC 330A or EDUC 330M.

EDUC 341 - Curriculum and Instruction in the Elementary Schools (for Mild/Moderate Support Needs): 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. Field experience required. **This section of this course focuses on the special education student population.**

Prerequisite: EDUC 330A or EDUC 330M.

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. Field experience required.

Prerequisite: 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.

Prerequisite: EDUC 330A.

EDUC 334 - Curriculum and Instruction in the Elementary School (for Mild/Moderate Support Needs): 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. Fieldwork is required. Field experience required. **This section of this course focuses on the special education student population.**

Prerequisite: EDUC 330A or EDUC 330M.

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. Field experience required.

Prerequisite: EDUC 330A or EDUC 330M.

EDUC 335 - Curriculum and Instruction in the Secondary School: 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. Field experience required.

Prerequisite: EDUC 320A or EDUC 320M.

EDUC 337 - Curriculum & Instruction in the Elementary School: Music (2)

This course includes an examination for the California State Frameworks, curricula, instructional materials, and teaching strategies in Visual Performing Arts with a focus on music. This course will also cover study of philosophies, principles, and practices related to general music instruction in elementary and secondary schools. Examination of contemporary approaches to teaching general music will be incorporated throughout the class as well. Analysis of skills, concepts, and materials appropriate to elementary and secondary music programs will be studied. In addition, the implementation of a comprehensive general music curriculum will be studied incorporated into this course.

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 144 clock hours required for the internship credential. The approval of the Program Coordinator/Dean 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. Field experience required.

Prerequisite: EDUC 320M or 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. Field experience required.

Prerequisite: EDUC 330M.

EDUC 350 - CBEST Preparation Course (.5)

This course is meant to prepare all teaching candidates for the California Basic Educational Skills Test (CBEST) exam, required of all California teachers prior to being recommended for their credential. This class helps candidates prepare for the exam. Meant for all single subject, multiple subjects, and mild/moderate credential candidates.

EDUC 353 - CSEST Preparation for Elementary School (.5)

This course is meant to prepare all multiple subjects teaching candidates for the California Subject Examinations for Teachers (CSET) exam, required of all California teachers prior to being recommended for their credential. This class helps multiple subjects candidates prepare for all subjects areas covered in the exam. Meant for all multiple subjects candidates planning to teach in an elementary school.

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 354 - CSEST Preparation for Secondary School (.5)

This course is meant to prepare all single subject teaching candidates for the California Subject Examinations for Teachers (CSET) exam, required of all California teachers prior to being recommended for their credential. This class specifically helps single subject candidates prepare for their designated subject areas covered in their subject-

specific exam. Meant for all single subject candidates planning to teach in a middle school or high school.

Subject areas available for support include:

- English
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- World Languages

EDUC 355 - Introduction to CalTPA (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 CAL TPA: 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 356 - CalTPA (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 California Teaching Performance Assessment (CAL TPA) 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 full-time student teaching or intern teaching placements. Multiple and Single Subject candidates attend separate sections of this course.

EDUC 361 - Field Studies Practicum for Mild/Moderate Disabilities (3)

This course fulfills the full-time student teaching requirement for the Preliminary Education Specialist: Mild/Moderate Credential . 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.

Prerequisite: EDUC 100, EDUC 102B, EDUC 103, and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential Program, who will verify that additional coursework has been completed. Passage of CBEST, CSET. 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: EDUC 103, either EDUC 320M or EDUC 330M, and EDUC 340. Passage of CBEST, CSET and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential program. Offer of employment that is aligned with credential. Coursework must be completed with a grade of B or higher.

EDUC 393A - Health Education for Teachers (1)

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.

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 001 - Grammar, Sentence Structure and Mastering Writing Styles (3)

The course will ensure students can identify parts of speech and of sentences and use them successfully in simple, compound, complex, and compound-complex sentences. In addition, the course will also focus on the stylistic components of clear, effective writing, including principles for making sentences clear via word choice and sentence structure, as well as guidelines for creating continuity and coherence at the sentence- and paragraph-level in documents across a range of writing genres.

ENGL 1A - Writing about Cultures and Communities (3)

This course sharpens students' skills in writing, while it also requires to use research methods that include collecting oral histories, conducting ethnographic research, and verifying modern-day conclusions with library and archive-based resources.

ENGL 1B - Writing for the Digital Era (3)

This course addresses stylistic principles for clear, coherent, concise, and effective writing in the context of writing conventions for exclusively digital genres, including email, websites, and social media platforms.

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 - Career-Based 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 104(W) - Writing with New Media (3)

This course will provide students with tools to use digital media to help secure internships, jobs, or freelance work through understanding how writing works online. We'll look at how to write an email that strangers will open and actually read, why anyone reads email newsletters, and what draws people to blog and social media posts. We'll also cover two of the most required writing skills for anyone writing online today: Search Engine Optimization (SEO) and writing for U/X (user experience). Today, tech and healthcare actively seek good writers, and tech currently has more jobs for writers than it has writers suited to fill them.

Prerequisite: ENGL 1 or ENGL 1A.

ENGL 107(W) - Creative Writing: Fiction/Non-Fiction (3)

The course encourages creative expression through practice in the writing of fiction or memoir. Forms may include expository essay, prose fiction and non-fiction, and verse, reflecting the special interests of the participants.

Prerequisite: ENGL 1A or 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 or ENGL 1B. Crosslisted as: COMM 108W.

ENGL 109(W) - Feature Writing and Blogging (3)

An introduction to the journalistic Q&A, profile, feature story and review, and blogging as an offshoot of journalism and form of creative expression. This hands-on class will analyze and reference contemporary national, regional and local newspapers, as well as online news sites, and groundbreaking movements in recent history that have led to major changes in style and reportage.

Prerequisite: ENGL 1A or ENGL 1B.

ENGL ENGL 112(W) - Technical Writing and Editing (3)

In this introductory course, students will gain hands-on, collaborative experience with technical writing and editing by analyzing, writing, and revising a variety of genres that are common to the growing field of technical writing. Students in any major - from nursing to the sciences, humanities, and fine arts - will develop expanded audience awareness, use strategies for planning and executing complex writing tasks accurately, and explore technical writing as a growing professional pathway for writers.

Prerequisite: ENGL 1B or consent of instructor.

ENGL 114 - Issues in Academic Writing (1)

An intensive course running concurrent to ENGL 1A and ENGL 1B, ENGL 114 strengthens writing focusing on mechanics and conventions of academic writing.

ENGL 116 - Career-Based Writing (1)

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 120(W) - 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 or ENGL 1B.

ENGL 121(W) - 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 or ENGL 1B.

ENGL 133(W) A - Selected Topics in Literature: Stories of Time and Place (3)

The project of narrating American identity has been a concern of writers through this country's history. This class explores America identity through self-images of race and gender. All human experience is located in bodies that

exist in time and space. This experience is influenced by race and gender, as well as money, education, and privilege, among other elements. The texts in this course will explore difference, commonality, and how identities are constructed within a given social and historical context. Moreover, we will discuss the ways in which authors help a reader feel and understand the experience of those constrained by and resisting systems of racial and gender power. Writers are drawn from the 19th-21st centuries. A "W" course, this class will also focus on the writing process.

Prerequisite: ENGL 1B or consent of instructor.

ENGL 133(W) B - Selected Topics in Literature: Social Justice Narratives (3)

Stories about social justice and resistance touch the heart of human experience, pushing us into engagement with core elements of who we are. This course investigates how writers make the reader connect to struggles like and unlike our own. It will explore social, aesthetic, and cultural elements in the texts. Topics will range from 19th-21st century multicultural American literature.

A "W" course, this class will also focus on the writing process.

Prerequisite: ENGL 1B or consent of instructor.

ETHN 134W - African American Literature (3)

This course is a multi-modal survey of African American literature from its earliest beginnings (mid-18th Century) to the current, contemporary period, including vernacular tradition, spirituals, folk tales, slave and emancipation narratives, poetry, speeches, fiction, non-fiction and drama. This course emphasizes the trends, patterns and historical incidents that have influenced recurrent themes in African American literature. Students read, analyze, and respond critically to texts in class discussions and essays.

ENGL 148(W) A - Selected Topics in Literature: Love and Fear (3)

Love and fear are both powerful forces which drive humans and have inspired literary and artistic expression. The class will study literary responses engendered by each across the centuries. Texts are read in the contexts of social and political history, literary traditions, contemporary critical theory, and their lasting pertinence in order to understand the human experience. Writers range from the 12th-21st centuries. The course may focus on themes such as class and gender, as well as scientific theory and social reform, spirituality, and the joys and heartaches of human connection and interaction.

A "W" course, this class will also focus on the writing process.

Prerequisite: ENGL 1B or consent of the instructor.

ENGL 148(W) B - Selected Topics in Literature: War Stories (3)

Stories about war get to the core of human existence, forcing us to grapple with essential issues. In addition to depleting resources, redrawing maps, and devastating populations, wars create fertile ground for the exploration of some of humanity's biggest questions.

This course traces some of the most important contributions to the genre from World War I to the current ongoing wars in Afghanistan and Iraq. While all texts approach the topic from the perspective of the soldier, some also incorporate the perspective of civilians.

A "W" course, this class will also focus on the writing process.

Prerequisite: ENGL 1B or consent of the instructor.

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 1B or consent of instructor.

ENGL 160(W) - The Art and Craft of Writing (3)

This class is a practical and theoretical course that trains students to tutor their peers in writing. The course will cover tutor ethics and techniques, as well as writing theory, process, and pedagogy. Successful completion of this course qualifies the student to work as a paid Writing Consultant in the HNU Writing Studio.

Prerequisite: ENGL 1A or ENGL 1B.

197 - Special Topics (3)

Special Topics in literature and writing.

ESLG - ENGLISH AS A SECOND LANGUAGE COURSES

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. Repeatable course.

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. This class satisfies the GE Communication Studies requirement for international students.

ESLG 24A - Mastering Writing in English I (3)

This course equips you with the skills in reading, analysis, writing, and the fundamentals of English that enable you to succeed in your career by sharpening your skills at communicating in the variety of writing required by organizations today, from emails to websites and from social media posts to cover letters. By end of this course, you will have a thorough grasp of how written English works, not only through its grammar, but also in terms of how written English works on your readers' brains. This course will help you with the writing on your other assignments this semester, in addition to teaching you how to tackle research papers, cover letters, and short reviews. May be taken in any order with ESLG 24B.

ESLG 24B - Mastering Writing in English II (3)

This course equips you with the skills in reading, analysis, writing, and the fundamentals of English that enable you to succeed in your career by sharpening your skills at communicating in the variety of writing required by organizations today, from emails to websites and from social media posts to cover letters. By end of this course, you will have a thorough grasp of how written English works, not only through its grammar, but also in terms of how written English works on your readers' brains. This course will help you with the writing on your other assignments this semester, in addition to teaching you how to tackle research papers, cover letters, and short reviews. May be taken in any order with ESLG 24A.

ETHN - ETHNIC STUDIES COURSES

ETHN 001 - Introduction to Ethnic Studies (3)

This course offers an introduction to ethnic studies by surveying social justice movements and academic works that address critical issues of difference, power, justice, and equity.

ETHN 196 - Ethnic Studies Internship (1-3, Credit/No Credit)

An upper-division internship in which students work in a setting appropriate to their career goals.

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: 1607-1877 (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: 1877-1990s (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 HIST 85 - 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.

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

One version (of either HIST 160 A, B or C described below) will be offered every two years with cycling based on student interest and need.

HIST 160A - Pre-Columbian Latin America (3)

Examines the indigenous cultures and peoples of what is now called "Latin America" prior to and up through the point of European contact.

Crosslisted as: LALS 160A.

HIST 160B - Latin America from Colonization through Independence (3)

Examines the political, social, cultural and economic developments throughout Latin America from the colonial period through independence and early nationhood.

Crosslisted as: LALS 160B.

HIST 160C - Contemporary Latin American History (3)

Examines the political, social, cultural and economic developments throughout Latin America from independence to the present, with a primary period focus on the 20th century.

Crosslisted as: LALS 160C.

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 165A(W) - East Asia: History, Culture, Politics (3)

This course covers the modern history of China, Japan, the two Koreas as well as Asia-Pacific interconnections between these parts of the world and the United States.

HIST 165B(W) - Pacific Rim Business and Culture (3)

A historical examination of the rise of the Pacific Rim as a key global region and some of the important business and cultural trends taking place in that region.

HIST 165C - History of the Middle East and North Africa (3)

The history and historiography of the Modern Middle East and North Africa since 1798, with an emphasis on the period after World War I, including social and cultural background to current events.

HIST 170(W) - 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 - Latinx Communities and Experiences (3)

An introduction to the diverse experiences of Latinx communities in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and nonfiction by Latinx/Hispanic authors as well as other sources of information about Latinx 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 148 and SOCI 178.

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 - 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)

HLTH - HEALTH COURSES

HLTH 054 - Contemporary Issues in Health (3)

HLTH 115 - Health (3)

HLTH 141 - Evidence-Based Practice in Public Health and Health Administration (3)

This is course id designed to provide a functional overview of Evidence-Based-practice skills which will enable healthcare leaders to conduct extensive evaluations of existing literature to improve patient care. This course builds the skills required to systematically research and evaluate research to promote Evidence-Based Practices throughout the healthcare system. This course will be taught from the perspective of health disparities and will review the evidence for various strategies that aim to address these disparities. Both quantitative and qualitative research methods are introduced in this course. Emphasis is placed on preparing students to be critical consumers of healthcare. Students will critique research articles and complete a review of literature on a subject of choice.

HLTH 153 - Healthcare Economics and Finance (2)

In this course, students are introduced to economic theories applicable to the U.S. healthcare system. Students will examine the relationships among access, cost, quality, safety, and the influence on health care of both the individual and society. There will be a focus on understanding economic perspectives on a variety of issues relevant to leadership roles: including health policy formation and leadership, business planning, practice analysis. This course is building/providing a foundation for financial analytical skills to be applied in various health care settings as well as explores the financial characteristics of health care setting as well as explores the financial characteristics of health care as a business, and are concerned with analyzing budgets, financial statements, insurance reimbursement, cost effectiveness, and how those elements specifically affect the role of healthcare leaders in a variety of settings, reimbursement policies including an introduction to billing/coding and measurements of productivity for budgeting. In addition, there will be discussions regarding regulation, government financing of health care, and health care reform issues.

HLTH 156 - Healthcare 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.

HLTH 172 - Informatics (3)

This course provides a basic understanding of how to utilize informatics and healthcare technologies in the management of individuals, groups and organizations with the goal of improving patient outcomes and organizational efficiency. Students will learn how to effectively and efficiently use technology to identify, collect, process, and manage healthcare information. A focus on technology-based health applications which support clinical, administrative, research and educational decision-making to enhance both organizational and patient outcomes. In this course informatics will be examined in regards to implications of the healthcare setting and system architectural design, work processes, clinical workflows, communication, way-finding applications, organizational culture, and patient-physician-and-caregiver collaboration—to bring the best available evidence to the point-of-care. This course will also focus on:

- 1) address the consumer's use of electronic information systems and applications to improve their healthcare decisions and medical outcomes; and
- 2) apply a structured approach to methodologies, techniques, and tools for information system research, design, evaluation, validation, development, and implementation using a human-centered design approach.

HLTH 180 - Health Education and Care Management (3)

This course focuses on the concepts and theories related to health education program and care management. Special attention will be given to creating effective work groups, motivating and coaching individuals, negotiating, and managing a culturally diverse workforce. Students will evaluate managerial strategies to effectively lead a health education program, as well as, understand the American health system and how it affects human health and medicine.

HSCI - COMMUNITY HEALTH SCIENCE COURSES

HSCI 1 - Introduction to Public Health and Health Administration (3)

The course is an introduction to the history and philosophy of public health and community health and will introduce students to careers in public health and health administration. Topics will include basic health science concepts as they relate to the causes and treatments of disease and injury, methods of health promotion and education, administration of healthcare programs, as well as the origin and reduction of health disparities. Students may be introduced to a wide array of health science professions, such as health administrators, community health workers, and educators, environmental health science, occupational health, ergonomics, radiological health, toxicology, clinical medicine, dental and nursing

practice, drug discovery and safety assessment in pharmaceutical/chemical industry, biotechnology, health-related trials in courts as well as careers in government agencies.

HSCI 100 - Health Behavior and Health Education Theory (3)

This course will provide an overview of health behavior theories that serve as a basis for health education practice, as well as, educational theories and strategies for health behavior change. Course topics also may include the analysis of structural, cultural and ethnic influences on human behavior and health as well as bridging cultural disjunctions between health professionals and their clients. This course will be offered beginning in the fall semester of 2020.

Prerequisite: PSYC 1 and ENGL 1A (if taken after ENGL 1) or ENGL 1B are prerequisites for this course.

HSCI 101 - 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 health worker as a liaison between clients and healthcare services, a health educator and a client 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, and quality.

Prerequisite: One biology course (BIOL 13, BIOL 1A, BIOL 11, BIOL 15, BIOL 17, or BIOL 20) is prerequisites for this course.

HSCI 102 - Environmental Health (3)

The relationship between human beings and their environment and its impact on health will be examined. Health-related consequences of human interaction with the environment, including the toxicology of environmental contaminants (such as modes of dissemination and exposure, physiological consequences of exposure and risk assessment), will be emphasized. This course will be offered beginning in the fall of 2020.

Prerequisite: BIOL 1A, CHEM 7, and HSCI 1 (or their equivalents) are prerequisites for this course. Either MATH 60 or PSYC 63 are also prerequisites for this course.

HSCI 120 - Health Promotion and Risk Reduction (3)

This course will examine the practice of community health work and outreach in order to promote health and reduce the risk of detrimental outcomes in the context of health disparities. Emphasis will be placed on the importance of understanding and incorporating structural disadvantages, ethnic and cultural beliefs about health and illness, teaching strategies, and administrative processes when

executing health promotional activities. Principles of epidemiology, models of health belief, processes of behavior change, harm reduction strategies and screening tools may be discussed. This course will be offered beginning in the spring of 2021.

Prerequisite: BIOL 1A, SOCI 1, HSCI 100 and HSCI 101 (or their equivalents) are prerequisites for this course.

HSCI 121L - Community Health Education Laboratory (CBL) (3)

The settings, roles and practices of community health education programs will be examined. Topics may include community needs, resources and strengths assessment, community engagement and organization strategies, social determinants of health and identification of high-risk groups, health education program and curriculum development, communication skills using a variety of media, and the community health roles played by public, private, and voluntary health-related agencies. As a community-based learning (CBL) class, students will create a health education program during the semester and engage with community members to implement their programs.

Prerequisite: SOCI 1, HSCI 100, HSCI 101 and HSCI 102 (or their equivalents) are prerequisites for this course.

HSCI 140 - Health Education Theory (3)

This course will focus specifically on health education theories on which community health education is based. Topics also may include theory-based strategies commonly used in health education programs to fill in knowledge gaps and facilitate changes in health behaviors. This course will be offered beginning in the fall semester of 2021.

Prerequisite: HSCI 100 (or its equivalent) is a prerequisite for this course.

HSCI 141 - Medical Terminology (2)

This online course for allied health students introduces elements of medical terminology, including the origins of words, prefixes and suffixes used to describe the human body as well as terms used to describe pathological conditions and diseases.

Prerequisite: BIOL 17, BIOL 11, BIOL 11L and HSCI 1 (or their equivalents) are prerequisites for this course.

HSCI 142 - Genes and Evolution (3)

This course will focus on the principles of genetics, natural selection and evolution that underlie the vast diversity of life. Topics may include mechanisms of gene mutation, regulation of gene expression, and the interaction between genetics and the environment in the context of evolution and the etiology of disease.

Prerequisite: BIOL 1A and CHEM 7 (or their equivalents) are prerequisites for this course.

HSCI 188 - Program Evaluation (3)

In this course, students will be asked to examine health-related programs developed in previous coursework. Students will use scientific research methods to evaluate the effectiveness of health-related programs, and topics may include research study design, data collection, estimation or risk, formulating and testing hypotheses and statistical analysis. This course will be offered beginning in the spring semester of 2022.

Prerequisite: BIOL 135 and MATH 162L (or their equivalents) are prerequisites for this course.

HSCI 190 - Contemporary Issues in Health (3)

Topics will vary from semester to semester but may include holistic health, alcohol and drug dependency, as well as other factors related to sexuality, gender or aging that impact health.

Prerequisite: HSCI 1, BIOL 1A and CHEM 7 (or their equivalents) are prerequisites for this course.

HSCI 195W - Public Health and Health Administration 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 and public health and health administration. This course will examine the development of health-related programs, including assessment of community needs, strengths and resources, determination of program goals and objectives and development of program activities and evaluation of program management strategies.

Prerequisite: Senior standing in the Healthcare Services and Administration major (or other healthcare related majors).

HSCI 196 - Public Health and Health Administration Internship (3)

A supervised internship field experience in a health or health-related setting with at least 104 hours spent in fieldwork. Students will periodically meet in person with the instructor to discuss progress within the internship, any issues/concerns and assessment opportunities/results. Application and permission of the instructor are required. This course will be offered beginning in the fall semester of 2021.

Prerequisite: Senior standing in Healthcare Services and Administration major (or other healthcare related majors).

ISAC - INTEGRATIVE STUDIES ACROSS CULTURES COURSES

ISAC 1 - First Year Seminar (3)

The First-Year Experience (FYE) course is designed to develop academic and social engagement by equipping all first-year students with the skills, tools, and knowledge to support them in a successful transition to Holy Names University. The FYE program teaches students how to be active, contributing members of the campus community, develop a proactive approach to learning, and fully understand their educational options and career opportunities through the development of close relationships with faculty, students, and peer mentors. An embodiment of the core values of the Sisters of the Holy Names (SNJM) the First-Year Experience is built upon the foundations of social justice and civic engagement.

Concurrent enrollment in or completion of ENGL 1A or ESLG 24B is required for all students taking the course for lower-division credit.

ISAC 50 - ISAC Bridge (3)

This class is designed for sophomores and juniors to provide a transition from their ISAC First Year Experience (FYE-Connections' project) course to their ISAC 195 Senior Seminar (Capstone) course. The bridge course is centered on a single topic or shared text or texts that is team taught in an interdisciplinary fashion by HNU faculty. In addition to building on the foundational skills developed in the FYE course, the bridge class will cultivate an integrative understanding of knowledge.

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.

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 150 - ISAC Bridge (3)

This class is designed for sophomores and juniors to provide a transition from their ISAC First Year Experience (FYE-Connections' project) course to their ISAC 195 Senior Seminar (Capstone) course. The bridge course is centered on a single topic or shared text or texts that is team taught in an interdisciplinary fashion by HNU faculty. In addition to building on the foundational skills developed in the FYE course, the bridge class will cultivate an integrative understanding of knowledge.

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 1A or ENGL 1B.

KINE - KINESIOLOGY

KINE 1 - Introduction to Kinesiology (3)

A survey of introductory concepts in the discipline of kinesiology for individuals pursuing a Bachelor's Degree in Kinesiology. The history of the discipline, current areas of research, challenges, and the future of the field will be discussed. Students will have the opportunity to explore professional opportunities in allied health fields and graduate or professional training.

KINE 100

KINE 120 - Prevention & Care of Athletic Injuries

This course provides a founding for recognition, evaluation and treatment of basic injuries. The course is designed for Kinesiology majors and individuals interested in sport psychology, coaching, athletic training, personal training, and health and physical education. Activities will emphasize taping technique, mechanism of injury, physiology, pathology and anatomy.

KINE 125 - Exercise Physiology (3)

An examination of the acute responses and chronic adaptations of the body to the stresses of exercise. Lecture: 3 hours.

Prerequisite: BIOL 11, BIOL 11L, BIOL 17.

KINE 125LW - Exercise Physiology Laboratory (1)

Collection and analysis of data that measures how the body responds to the stress of exercise.

Corequisite: Enrollment in KINE 125.

KINE 130 - Exercise Assessment & Prescription (3)

Practical and theoretical experiences in exercise prescription and health/fitness assessment techniques for healthy as well as special or diseased populations. Precautions for safe and effective participation in exercise programs are identified, and the legal and ethical limits of exercise prescription are discussed.

Prerequisite: Pre-requisite: BIOL 11/11L, Recommended.

KINE 132 - Applied Musculoskeletal Anatomy (3)

Applied Musculoskeletal Anatomy is an integral part of any career that applies the principles of kinesiology (the

study of human movement.) This course allows you to analyze anatomical concepts related to movement in performance, rehabilitation, and injury prevention.

KINE 135 - Motor Development (3)

An overview of motor development across the life span as well as an introduction to the discipline of motor behavior/control. Specifically, it focuses on the concepts and principles of coordination, the control of movement, and development of skilled action throughout the life span. It addresses such topics as the development of fundamental movement activities; movement control processes; acquisition, retention and transfer of skill; and the role of constraints to action.

KINE 138 - Advanced Strength and Conditioning (3)

This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance. Students will use an evidence-based approach to critically analyze current research to develop and justify conditioning programs and techniques for a broad range of sports and activities. This course will also prepare the student for certifications in personal training and strength and conditioning.

KINE 140 - Gender & Cultural Issues in Physical Activity (3)

This course examines the gender and cultural experiences within the United States of America as depicted through the various mediums of mass media and the contemporary society of sport. Stressed throughout the class will be the creation and transformation of images of adults and children as shown in American sport.

KINE 195W - Kinesiology Senior Seminar (3)

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

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

KINE 196 - Internship (1-3 Units)

Supervised on- or off-campus experiences in kinesiology appropriate to specific student career interests.

Prerequisite: Upper division standing as a Kinesiology Major. Instructor signature required for enrollment.

LALS - LATIN AMERICAN AND LATINX STUDIES COURSES

LALS 115A - Murals of Latin America and the Bay Area (3)

From the Olmecs cave art to the post-Revolution art of the Mexican Muralistas to the emergence of political murals in

the Mission district of San Francisco in the 1970s, Latinx have painted walls with images that serve to unite people, to protest, and to educate. In this class students will discuss historical images, design their own visual messages, and visit together Latin American murals in the Bay Area.

LALS 115B - Music of Protest in Latin America (3)

In its variety and complexity, Latin American music reveals its rich Indigenous, African, and European cultural roots. Africa is heard in its raw spirituality and the strength of its rhythms., the Indigenous contribution is alive in the local wind and percussion instruments, and European influence is revealed in its instruments, composition, and harmony. The powerful music of Latin America is often used to express dissent and to move people to action. This course will focus on the music of protest in Chile, Cuba, Argentina, and other Latin American countries.

LALS 128A - Literature of Latin America: Narrative (3)

Narrative: the novel and/or the short story

LALS 128B - Latin American Literature: Poetry of Resistance (3)

Latin American Poetry of Resistance

LALS 128C - Literature of Latin America: Latin American Thoughts (3)

Latin American Thought

LALS 128D - The New Latin American Cinema (3)

New Latin American Cinema.

LALS 160A - Pre-Columbian Latin America (3)

This course examines the indigenous cultures and peoples of what is now called "Latin America" prior to and up through the point of European contact.

Crosslisted as: HIST 160A.

LALS 160B - Latin America from Colonization through Independence (3)

This course examines the political, social, cultural and economic developments throughout Latin America from the colonial period through independence and early nationhood.

Crosslisted as: HIST 160B.

LALS 160C - Contemporary Latin American History (3)

This course examines the political, social, cultural and economic developments throughout Latin America from independence to the present, with a primary period focus on the 20th century.

Crosslisted as: HIST 160C.

LALS 175(W) - 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 - Latinx Communities and Experiences (3)

An introduction to the diverse experiences of Latinx communities in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and nonfiction by Latinx/Hispanic authors as well as other sources of information about Latinx history and culture.

LALS 197 - Topics in Latin American Cultures

Topics to include Latin American Children's Literature, Afro-Latinx Cultures, and others.

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 136 - Hip Hop in the Contemporary World (3)

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.

LBST 236 - Hip Hop in the Contemporary World (3)

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.

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 or 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 or 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.

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. Students who need to repeat MATH C must do so the following semester.

MATH R - Quantway (3, letter graded, units do not apply toward graduation)

Quantway is intended to prepare students for college-level math courses as well as for physics, chemistry, biology, psychology, and business courses. Quantway is a quantitative reasoning course that fulfills students' developmental mathematics requirements by integrating algebraic and quantitative skills and reasoning. Mathematical concepts are investigated through group

problems and class discussions based on real-life contexts of citizenship, personal finance, and model literacy. The course is letter-graded, and the grade is used in the student's overall GPA, but the units do not count toward the total number of units required for graduation.

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 S1 - Statway 1 (3)

This course is the first in a two-semester sequence designed to introduce the student to the study of statistics and probability. Topics of descriptive statistics, including data collection and organization, measures of center and spread, and graphical representations including scatterplots and histograms. The course concludes with an introduction to the study of probability and continuous random variables.

Prerequisite: Placement via ALEKS™ or completion of MATH R.

MATH S2 - Statway 2 (3)

This course is the second in a two-semester sequence designed to introduce the student to the study of statistics and probability. In Statway 2, students will learn how to understand statistical analyses and to draw conclusions about larger populations based on sample data

Prerequisite: MATH S1.

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

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.

MATH 162L - Biostatistics Laboratory (2)

This course is a continuation of probability and statistics that would include methods to estimate risk, survival analysis and applications to real-world data sets. Representative topics include descriptive statistics, study designs and statistical tools for estimating parameters and testing hypotheses. Students should plan to enroll in epidemiology concomitantly with this course. This course will be offered beginning in the fall semester of 2020.

Prerequisite: MATH 60 or PSYC 63 (or the equivalent) is a prerequisite for this course. Corequisite: BIOL 135 is a corequisite for this course.

MUSC - MUSIC COURSES

MUSC 60 - HNU Voices (1)

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

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 120A - Piano Class (1)

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

MUSC 160 - HNU Voices (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 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 171A - Art Music (3)

An introduction to classical music and music history through live and recorded performances.

MUSC 171B - Rock, Pop, and Hip-Hop (3)

A look at popular music from around the world, covering a variety of styles from the past and present.

MUSC 171C - All That Jazz (3)

A survey of the jazz idiom from its earliest influences to modern day.

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 I (2)

Strategies for implementing the Kodály philosophy of education in the music classroom. Each level (I,II,III) features a peer teaching forum, allowing participants to try out theory in practice.

Offered: during Kodály Summer Institute.

MUSC 210B - Kodály Pedagogy II (2)

Strategies for implementing the Kodály philosophy of education in the music classroom. Each level (I,II,III) features a peer teaching forum, allowing participants to try out theory in practice.

Offered: during Kodály Summer Institute.

MUSC 210C - Kodály Pedagogy III (2)

Strategies for implementing the Kodály philosophy of education in the music classroom. Each level (I,II,III) features a peer teaching forum, allowing participants to try out theory in practice.

Offered: during Kodály Summer Institute.

MUSC 211A - Solfège and Musicianship I (Foundation) (1)

Participants are assigned a section of daily solfège instruction according to a placement assessment on the first day of the summer program. Classes include training in sight singing, ear training, intonation, memorization, dictation, harmonic hearing, and stylistic analysis.

Offered: during Kodály Summer Institute.

MUSC 211B - Solfège and Musicianship II (Intermediate) (1)

Participants are assigned a section of daily solfège instruction according to a placement assessment on the first day of the summer program. Classes include training in sight singing, ear training, intonation, memorization, dictation, harmonic hearing, and stylistic analysis. Repeatable Course.

Offered: during summer institute.

MUSC 211C - Solfège and Musicianship III (Advanced) (1)

Participants are assigned a section of daily solfège instruction according to a placement assessment on the first day of the summer program. Classes include training

in sight singing, ear training, intonation, memorization, dictation, harmonic hearing, and stylistic analysis. This course is a requirement for certification (Kodály Summer Certificate). Repeatable Course.

Offered: during Kodály Summer Institute.

MUSC 214A - Folk Music I (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 Kodály Summer Institute.

MUSC 214B - Folk Music II (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 Kodály Summer Institute.

MUSC 214C - Folk Music III (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 Kodály Summer Institute.

MUSC 215A - Choral Conducting I (Foundation) (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 Kodály Summer Institute.

MUSC 215B - Choral Conducting II (Intermediate) (1)

Intermediate conducting skills taught in a choral lab setting, allowing participants to put conducting theory into practice with a choral ensemble. Repeatable Course.

Offered: during Kodály Summer Institute.

MUSC 215C - Choral Conducting III (Advanced) (1)

Advanced conducting skills taught in a choral lab setting, allowing participants to put conducting theory into practice with a choral ensemble. This course is a requirement for certification (Kodály Summer Certificate). Repeatable course.

Offered: during Kodály 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 Kodály Summer Institute. The final concert is a requirement of the course. Repeatable course.

Offered: during Kodály 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)

Study of musical works, genres and composers. Topics vary. Repeatable for credit.

MUSC 232A - Lyric Diction: Italian and French (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: German and English (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: Baroque to Schubert (2)

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

MUSC 234B - Keyboard Literature: Romantic Era to the Present (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: Analysis (2)

Examine a variety of musical traditions in America and across the world. Explore ways to build relationships with culture bearers in your community. Learn protocols for collecting music to be shared in music education contexts. Create and memorize a collection of materials useful for music making with young children. Research the histories, roles and functions of music in diverse cultures. Project develops the comparison of variants of a folk song.

MUSC 243B - Folk Music: Research (2)

Further exploration of musical traditions in America and across the world. Critically examine musical materials for use in varied music education and community music contexts. Complete a portfolio of materials useful for music making in culturally diverse communities. Complete a substantial research project, exploring the history, role and function of a particular genre of folk music.

MUSC 244A - Solfège & Musicianship (A) (2-3)

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 (B) (2-3)

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: Philosophy and Teaching Techniques (2)

Explore an embodied, aural-vocal approach inspired by the Kodaly inspiration of 'music for all'. Develop holistic pedagogical approaches and curriculum that supports the musical growth of young musicians. Explore culturally responsive learning environments that value relationships and foster high outcomes for all students in music education.

MUSC 247B - Kodály Pedagogy: Advanced Pedagogical Concepts (2)

Examine and develop applications of an embodied, aural-vocal approach inspired by the Kodaly inspiration of 'music for all. Apply holistic pedagogical approaches and

curriculum that fosters musical independence and empowers musicians of all ages. Develop pedagogical approaches that build culturally responsive environments built on relationships and that foster high outcomes for all students in music education.

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: Basic Principles (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: Continued Development (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: Kodály Emphasis I (3)

Pedagogical theory is put into practice through student teaching and regular observation of master teachers. Designed to allow students to apply Kodály philosophy in the American school system through 1) observation of master teachers in Oakland and the Bay Area, 2) peer teaching and 3) student teaching in local schools throughout the academic year. Reflective practice techniques are used as tools for professional growth.

Prerequisites / concurrent study MUSC 243A and MUSC 296A

MUSC 296B - Practicum: Kodály Emphasis II (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. Reflective practice techniques are used as tools for professional growth.

MUSC 296C - Practicum: Piano Pedagogy I (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: Piano Pedagogy II (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: Vocal Pedagogy I (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: Vocal Pedagogy II (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 297 - Special Topics (1-2)

Special Topics in Music will be offered periodically and the title of each section will reflect the content and topic of that particular offering.

NSRG - GENERIC NURSING PROGRAM COURSES

NSRG 001 - Transition to Role of Professional Nurse (2)
Description:

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 teamwork, and both ANA Code of Ethics and ANA Scope and Standards are the building blocks for this course. The importance of being a "team player" is emphasized as is the use of evidence to support decision making for providing primary, secondary, and tertiary prevention, treatment and interventions. Students are also introduced to Quality and Safety for Nurses (QSEN) Initiative and the nursing process. Pre-requisite all sciences complete and concurrent enrollment in fundamentals theory and clinical.

NSRG 009 - Fundamental (3)

Description:

In this introductory course, the students will become familiar with the basic principles of nursing. Incorporating the nursing process, care-planning, patient-centered care, teamwork, collaboration, evidence based practice, quality improvement, safety, infection control, national patient safety goals, challenges/opportunities with technology usage within the hospital and therapeutic/effective communication skills. Maslow's Hierarchy of Needs, cultural diversity, spiritual and psychological needs, and

the art of caring behaviors by the nurse are integrated throughout the course. Students will gain hands on practice in basic nursing skills utilizing the simulation class. Pre-requisite all sciences complete and concurrent enrollment in Fundamentals clinical and Transitions.

NSRG 009L - Fundamental Clinical (2)

Description:

The focus on 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. 25% of this class will be taught using simulation and 75% will be in direct patient care at a clinical site.

NSRG 031 - Health Assessment (2)

Description:

Concepts and principles underlying of the health status of individuals are presented with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person. Communication and assessment skills are developed. Students obtain health histories, perform physical and psycho social assessment, establish a database, and formulate initial nursing plans using the nursing process. Concurrent enrollment in NSRG 31L is required.

NSRG 031L - Health Assessment Lab (1)

Description:

This course NSRG 31L Health Assessment Lab, provides an opportunity for application of health assessment theory and skills in a simulated practice setting with emphasis on the adult and geriatric populations. Concurrent enrollment in NSRG 31 is required.

NSRG 100 - Pathophysiology (3)

Description:

This course introduces general principles of pathophysiology from a science of nursing perspective. The emphasis of this foundational course is on the mechanisms by which the body system adapts and functions under abnormal conditions and disease. The focus of the course will build a beginning foundation for clinical reasoning and decision making in the professional nursing role.

NSRG 101 - Care of Adult Health I (3)

Description:

Building on concepts from previous courses, NSRG 101 Care Adult Health, focuses on nursing practice with adults experiencing a wide range of acute and chronic alterations in health. This course focuses on the complete health assessment, nursing process, identification of appropriate nursing diagnosis, health management/maintenance, prevention of illness and care across the continuum. Emphasis is placed on holistic understanding of the cultural, psychological, and spiritual needs of the individual adult and family when planning and delivering care. This course is designed to improve nursing students' critical thinking in completing patient histories, completing assessments correctly, interpreting labs and developing a plan of care. Emphasis on: fluid and electrolyte imbalances, acid-base imbalances; endocrine system disorders; musculoskeletal and neurological disorders; care of the patient with integumentary disorders and peri-operative care is addressed including: surgical procedures, pre-operative care, post-operative care, aseptic technique, complications associated with surgery, palliative care, comfort care and end of life care. Concurrent enrollment in NSRG 101L is required.

NSRG 101L - Care of Adult Health I Clinical (3, Pass/Fail)

Description:

Expanding on skills from fundamentals, NSRG 101L Care Adult Health I Clinical, focuses on theory and application of the nursing process in caring for acute patients. The emphasis will be on prioritization, decision making, time management and critical thinking. 25% of this class will be taught using simulation and 75% will be in direct patient care at a clinical site. Concurrent enrollment in NSRG 101 is required.

NSRG 102 - Mental Health (3)

Description:

Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. Focuses on application of the nursing process to care for individuals experiencing normal and abnormal psychological responses to life stressors. Students will explore designing care that is consistent with the needs of a patient experiencing a psychiatric disorder. Health promotion and risk reduction will be emphasized. The nurse's role as advocate for the patient experiencing a psychiatric disorder, while being an active member of the healthcare team, is emphasized. Concurrent enrollment in NSRG 102L is required.

NSRG 102L - Mental Health Clinical (3)

Description:

This course is the clinical component of NSRG 102. Students will have dedicated clinical experiences in in-patient; outpatient as well as community based psychiatric/mental health settings. Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. The nurse's role as advocate for the patient experiencing a psychiatric disorder, while being an active member of the healthcare team, is emphasized. Concurrent enrollment in NSRG 102 is required.

NSRG 110 - Care Adult Health II Major Health Problems (3)

Description:

Continuation of NSRG 101 Care Adult Health I, with more in-depth application of the nursing process to the care of adult patients experiencing medical surgical conditions in the health/illness continuum. This course is designed to build and expand on current knowledge of nursing care related to various complex medical-surgical conditions/illnesses. In addition, urgent and critical care responses and symptomatology are addressed. Emphasis will be placed on nursing process and integration of scientific principles from other disciplines also prioritization of care through collaboration with other members of the health care team, patients and their families. Concurrent enrollment in NSRG 110L is required.

NSRG 110L - Care Adult Health II Major Health Problems Clinical (3)

Description:

Expanding on skills from fundamentals, NSRG 101L, Care Adult Health I Major Health Problems, focuses on theory and application of the nursing process in caring for acute patients. The emphasis will be on prioritization, decision making, time management and critical thinking. 25% of this class will be taught using simulation and 75% will be in direct patient care at a clinical site. Concurrent enrollment in NSRG 110 is required.

NSRG 112 - Pharmacology (3)

Description:

This course, NSRG 112 Pharmacology, introduces general principles of pharmacology from a science of nursing perspective. The emphasis of this foundational course is to establish a knowledge base of pharmacological

management of the disease process as a preparation to apply critical clinical direct patient care and education. The focus of the course will build a beginning foundation for clinical reasoning and decision making in the professional nursing role in relation to pharmacological intervention.

NSRG 120 - Maternity (3)

Description:

The focus of this course is on the implementation of the concepts learned in previous courses. It builds on students' current knowledge to plan and implement care related to various complex conditions of OB. Emphasis is on the female reproductive system and caring of the woman throughout her life in relation to gynecological care. Health promotion, maintenance, psychosocial and physiological integrity of the woman in regards to female health is a primary focus. Understanding and implementing the best practices for woman during the reproductive cycle and beyond will be emphasized. Pharmacology will be integrated throughout this course as it relates to OB. Concurrent enrollment in NSRG 120L is required. Prerequisites are NSRG 9, NSRG 9L, NSRG 102, NSRG 102L, NSRG 101, NSRG 101L

NSRG 120L - Maternity Clinical (2)

Description:

The focus of this course, NSRG 120L, Maternity Clinical, is on the implementation of the concepts learned in the NSRG 120. Understanding and implementing the best practices for women during the reproductive cycle and beyond will be emphasized. The time in the Clinical setting is 8-12 hours per week per semester. In addition, 25% of learning will occur in the simulation lab. Concurrent enrollment in NSRG 120 is required. Prerequisites are NSRG 001, NSRG 009, NSRG 009L, NSRG 031, NSRG 101, NSRG 110L, NSRG 102, NSRG 102L.

NSRG 130 - Care of Children (3)

Description:

This course provides theoretical concepts and clinical application on the nursing care of sick infants, children and adolescents in diverse community and healthcare settings. Emphasis is placed on the developmental, psychosocial, physiological, cultural, and spiritual care of not only the child, but also the child within the family unit. Through utilization of the nursing process, critical thinking, and clinical judgment, strategies are devised for promoting, maintaining and optimizing the healthy state of the child and the family unit.

Concurrent enrollment in NSRG ---- is required.
Prerequisites NSRG 001, NSRG 009, NSRG 009L,
NSRG 031, NSRG 101, NSRG 101L, NSRG 102, and
NSRG 102L.

NSRG 130L - Care of Children Lab (2)

Description:

This course, NSRG 130L Care of Children Lab, focuses on the implementation of concepts learned in NRSRG 130 the Care of Children theory course. This course is the clinical component of the concepts learned in the Care of the Child theory course. Students will have dedicated clinical experiences in acute pediatric settings. This will allow for the application and refinement of nursing skills, knowledge, and critical thinking, which is necessary for safe and effective nursing care of the pediatric population. Emphasis is placed on the developmental, psychosocial, physiological, cultural, and spiritual care of not only the child, but also the child within the family unit. Concurrent enrollment in NSRG 130 is required.

NSRG 140 - Care for the Elderly Population (2)

Description:

The focus of this course is 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 diverse healthcare settings to include inpatient facilities, post-acute care facilities and in the community setting. Secondary and tertiary prevention interventions will be implemented in order to help the patient attain, maintain, and/or retain a state of wellness. Concurrent enrollment on NSRG 110L is required.

NSRG 141W - Evidence based Practice (3)

Description:

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.

NSRG 142L - Community Health Clinical (2)

Description:

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 NSRG 142W. Concurrent enrollment in NSRG 142W is required. This course has a Pass/Fail grade.

NSRG 142W - Community Health (3)

Description:

The community as a client and as a resource is the framework of this course. Community assessment, program planning and evaluation, the identification of high risk groups (including the family), and the role of the nurse in public, private, and voluntary health related agencies is studied. Prerequisites: A course in epidemiology (BIOL 180 or its equivalent) and concurrent enrollment in NSRG 142L is required.

NSRG 151L - Capstone and Leadership Preceptorship (2)

Description:

This course is designed to build and expand on the student's current knowledge of delivery of nursing care. The course integrates patient care management and nurse leadership skills. Students will become familiar with the basic legal and ethical principles, quality improvement, nurse leadership and management concepts and skills that will enable the professional nurse to deliver high quality effective patient care to a diverse population. Theories of management, leadership and change related to nursing and healthcare are a strong focus of this course. This course focuses on syntheses of this knowledge to develop innovative approaches to the delivery of care and nursing practice within a global context. Concurrent enrollment in NSRG 151 is required.

NSRG 151W - Capstone and Leadership Synthesis (3)

Description:

This course is designed to build and expand on the student's current knowledge of delivery of nursing care. The course integrates patient care management and nurse leadership skills. Students will become familiar with the basic legal and ethical principles, quality improvement,

nurse leadership and management concepts and skills that will enable the professional nurse to deliver high quality effective patient care to a diverse population. Theories of management, leadership and change related to nursing and healthcare is a strong focus of this course. Focuses on syntheses of this knowledge to develop innovative approaches to the delivery of care and nursing practice with in a global context. Concurrent enrollment in NSRG 151L is required.

NSRG 152 - Health Care Policy (2)

Description:

This course develops leadership, management, and professionalism expected of a nurse with a bachelor's level education. The focus of this course is on professional role development in relation to environmental, social, political and economic factors which influence healthcare policy and the organization and operation of healthcare systems. Organizational, financing and labor market issues are examined in the context of healthcare reform and managed care, along with strategies for social change.

NSRG 172 - Informatics (2)

Description:

NSRG 172, Informatics, 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. The informatics competencies and applications presented on the textbook are pertinent of all levels of nursing education ranging from undergraduate to all levels of nursing education programs.

NURS-NURSING-PROGRAM-COURSES

NURS 001A - Preparation for Nursing (3)

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 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 - 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 142W.

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 Clinical (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 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.

NURS 210 - Introduction to Scholarly Writing (2)

This course introduces Masters students in the Education and Nursing programs to the foundation of scholarly writing and research development. Students will gain the essentials skills to present quality coursework utilizing the 6th edition American Psychological Association (APA) along with the research process frameworks. Inherent in this course is the development of a proposal for consideration by the Institutional Review Board (IRB) to which students will be introduced. Students will also be exposed to the process of developing a research/evidenced based practice topic in other coursework and the skill sets of a researcher. The integration of university resources such as the library will also be employed to achieve course objectives.

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 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 217 - Capstone (4)

Using information literacy, clinical investigative skill 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 advance practice nursing. The purpose of this course is for the student to develop proficiency in the development and conduct a research based on the integration of research, theory and practice knowledge in improving practice processes and outcomes.

Prerequisite; An undergraduate course in research and a course in statistics.

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 233 - Data Management in Healthcare (3)

This course offers information and historical trends about some of the most important issues and challenges in health care quality. This is introductory level course provides foundational skills and knowledge in health care data analytics. The course will provide students with the essential knowledge base and the tools required by the novice health care provider. This course is also intended for more experienced health care providers who are seeking to expand their repertoire of resources to effectively and confidently do the job. Topics such as definitions of quality in health care; dimensions of quality care and performance, including outcomes, overuse, and underuse; variation in practice patterns; errors and threats to patient safety; service flaws; and forms of waste: data sources, costs, causes, and remedies will be covered.

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 II (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 (HIT) (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 237 - Technology and Innovation (4)

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 - Nursing Informatics Concepts and Principals (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)

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 (3)

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 251 - Primary Care of the Family Through the Life Span: Role Development I (1, Pass/Fail)

This is the student's first term of clinical practice, and provides the student with an opportunity to apply the concepts learned in the classroom to the care of individuals of all ages and their families. With the supervision of a preceptor, students will obtain complete health histories; perform complete screening physical examinations for health maintenance, health promotion, and risk reduction; and formulate problem lists and plans of management that utilize appropriate diagnostic work-ups, therapeutic interventions, patient education and follow-up for simple and episodic health problems. Students will provide primary care with preceptor supervision for individuals and families coping with increasingly complex, complicated and chronic health conditions. Two days per week of clinical practice (a total of 208 hours) health conditions. Two days per week of clinical practice (a total of 208 hours) and one four-hour seminar a month are required while enrolled in this course.

Students are expected to see a minimum of 6 patients daily by the end of their clinical preceptorship.

Prerequisite: NURS 241 completed or concurrent.

NURS 251L - Primary Care of the Family Through the Life Span: Role Development I Lab (3 Units pass/fail)

This course is the clinical lab content portion of NURS 251.

Prerequisite: NURS 251.

NURS 252 - Primary Care of the Family Through the Life Span: Role Development II (1, 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.

NURS 252L - Primary Care of the Family Through the Life Span: Role Development II Lab (3 Units Pass/Fail)

This course is the clinical lab content portion of NURS 252.

Prerequisite: NURS 252.

NURS 253 - Primary Care of the Family Through the Life Span: Role Development III (1, 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.

NURS 253L - Primary Care of the Family Trough the Life Span: Role Development III Lab (3 Pass/Fail)

This course is the clinical lab content portion of NURS 253.

Prerequisite: NURS 253.

NURS 260 - Learning Theories and Teaching Strategies (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 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. This course also is designed to provide the nurse educator students with a repertoire of teaching strategies that can be used in the classroom and the clinical setting with the adult learner Prerequisites: None.

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 260 .

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 260.

NURS 265 - Nurse Educator Practicum (4 , Pass/Fail)

Nurse Educator practicum experience will integrate the students' advanced nursing knowledge gained. The student will have the opportunity to apply theory to practice. The student's exemplary clinical experiences as well as teaching experiences will be under the guidance of a qualified preceptor. The student can choose from a variety of settings for this practicum experience. (Graded as Pass/Fail)

Prerequisite: NURS 260, NURS 263, and NURS 264.

NURS 266A - Care Transition Management Practicum (2, Pass/Fail)

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 266B - Care Transition Management 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 266A .

NURS 267 - Care Transition Management (3)

This course focuses on assessment of and intervention with vulnerable populations. Evidence-based research, simulation, and local and international case scenarios will be used to introduce the student to community, national, and international concerns. Emphasis will be placed on the Healthy People 2020 goals. The course will also focus on the nursing care management of clients, across the lifespan, experiencing acute and chronic healthcare needs.

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 270 - Advanced Health Assessment for the Primary Care Family Nurse Practitioner (3)

This course teaches the advanced assessment component of the nursing process. Students will collect comprehensive subjective and objective data for practice as a Primary Health Care Family Nurse Practitioner. Emphasis is placed on interpretation of data for the purpose of differentiating normal findings from variations from normal and recognizing actual and potential health problems. The problem-oriented system of organizing and recording data is covered. Course content includes discussion of the impact of the cultural diversity of patients and ethical issues related to the assessment process.

Prerequisite: Basic Health Assessment course. Corequisite: NURS 270L.

NURS 270L - Advanced Health Assessment for the Primary Care Family Nurse Practitioner Lab (1)

This course is the practice component of NURS 270 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, students practice interviewing, history taking, and advanced assessment skills including instrument techniques and pelvic examination. Students also practice office laboratory techniques and problem-oriented record keeping.

Corequisite: NURS 270.

NURS 271 - Theoretical Basis and Philosophical Foundation for Nurse Practitioner (3)

This course examines and critiques a variety of theoretical perspectives both from nursing and from other disciplines. Students will define, interpret and apply key theoretical concepts to guide evidence-based nurse practitioner practice, research, and education.

NURS 272 - Health Law and Ethics for the Primary Care Family Nurse Practitioner (3)

This course examines the ethical, political, legal and professional dimensions of nurse practitioner practice. It prepares the student to function within legal parameters and to participate in the development of ethically sound health policy at the federal, state, and local level. Students will examine and analyze the legal and ethical implications of decision making in patient care situations.

NURS 274 - 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.

NURS 276 - Healthcare Economics in a Changing Healthcare Environment for the Primary Care Family Nurse Practitioner (3)

This course is designed to provide an understanding of the economic, organizational and political environment in which Nurse Practitioners function. Basic principles of economics are applied to illuminate how markets and governments interact in the financing and delivery of health care services. Two broad themes are addressed throughout the course: the way that both 1) economic incentives and disincentives and 2) government rules and

regulations directly or indirectly shape the decisions of consumers/patients, insurance companies and providers. An economic perspective on issues relevant to nurse practitioners' professional roles and responsibilities will be applied to discussion of health policy formation and leadership, business planning, practice analysis via peer review, and reimbursement policies; including an introduction to billing and coding, access to care, assessment of quality of care, cost containment and rationing of care.

NURS 277A - Scientific Inquiry in Nursing for the Primary Care Family Nurse Practitioner (3)

Using information literacy, clinical investigative skills and a systematic approach to the application of research principles and methodology, the student will develop proficiency in the critical appraisal of existing research and the ethical application of these findings to health care delivery, and will conduct a literature review, and develop a research problem and purpose statement as a precursor to a capstone project proposal which integrates research, theory, and practice knowledge to improve practice processes and outcomes. Prerequisites: NURS 141 or an undergraduate course in research.

NURS 277B - Primary Care Family Nurse Practitioner Capstone Course (3)

Utilizing theory, clinical judgment, research, and evidence which improves advanced nursing practice and patient health outcomes, students in this course will implement the research proposal developed in NURS 277A. The student will collect, analyze, interpret, and report the data collected according to the research proposal. Prerequisite: NURS 277A.

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 Program Coordinator/Dean is required.

NURS 701 - Evidence-Based Practice (3)

NURS 703 - Statistics for Clinical Practice (3)

NURS 705 - Interprofessional Collaboration Population Health (3)

NURS 707 - Transform Health Care Through Innovation and Technology (3)

NURS 711 - Ensure Quality in Healthcare Systems (3)

NURS 713 - Leadership in Complex Health Systems/Finance (3)

NURS 715 - Transforming Health Care through Health Policy (3)

NURS 721 - Scholarly Writing and DNP Project Proposal (3)

NURS 723 - Scholarly Project Practicum I (3)

NURS 725 - Scholarly Project II (3)

NURS 727 - Dissemination of Scholarship into Practice III (3)

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 either CHEM1A or CHEM 7.

ONLINE CONSORTIUM OF INDEPENDENT COLLEGES AND UNIVERSITIES

Course prefix that begin with the letter "O" are offered through OCICU.

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)

This course is an all-level dance class that involves learning, creating, teaching, and performing original choreography. The styles of dance explored in this class will depend on the interest of the student choreographers, and may include: hip-hop, contemporary, Latin, African, ballet, etc. Each class will begin with an opening warm-up,

then follow with a series of floor exercises, and conclude with practicing choreography and sharing feedback with fellow dancers. Classes will be adjusted as much as possible to meet students' needs. The basic mission of this course is to provide an opportunity for students to learn about different styles of dance in a fun and supportive environment, and to stretch students to see themselves as not only dancers, but also choreographers and performers.

PHED 45 - Self Defense (1)

PHED 62 - Intercollegiate Basketball (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 64 - Intercollegiate Volleyball (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 68 - Intercollegiate Cross Country (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 70 - Intercollegiate Golf (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 72 - Intercollegiate Soccer (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 74 - Intercollegiate Softball (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 75 - Intercollegiate Tennis (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 76 - Intercollegiate Baseball (1)

LIMITATION ON ENROLLMENT: students in this course must perform and compete at the intercollegiate level.

PHED 97 - Special Topics (1)

PHED 111 - Coaching 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 100A - The Great Philosophers: Plato and Aristotle (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Plato and Aristotle

PHIL 100D - The Great Philosophers: Kierkegaard and Sartre (3)

Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. Kierkegaard, Sartre

PHIL 118 - Creation and God (3)

This course explores relationship of Creation and God, considering the role of faith, science, and reason; and the meaning of love and hope in the face of suffering and evil. Historical themes include biblical encounters with the God of Israel and Jesus, the Trinity, Christian spirituality, and the saints. Current applications may include the global ecological crisis, racism, inter-religious dialogue, global poverty and migration, identity, etc.

PHIL 120W - 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.

Prerequisite: ENGL 1A or 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.

Prerequisite: ENGL 1A or ENGL 1B.

PHIL 151 - Ethics and 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 180D - Problems in Systematic Philosophy: Cosmology (3)

The contemporary encounter with the traditional central themes of various "schools" of philosophy. Cosmology.

Prerequisite: ENGL 1A or 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 166W.

PSCI 108W - Intercultural Peace and Justice Studies (3)

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 (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 108W.

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 1A. Crosslisted as: BSAD 148W.

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 175 - Fundamentals of Care Management (3)

This course introduces students to the skills necessary to providing effective care management. The course will focus on building a foundational understanding of the importance of human interaction in a variety of social service and health care settings, a review of the different types of case management models in use today, and developing a strengths-based perspective in completing assessments, formulating client-based treatment plans, and engaging in client advocacy. The course will introduce students to interventional skills that support access and connection to community resources, and will also examine the sociocultural factors that highlight the current growing need for care management across different contexts. The course will also explore the ethical dimensions and challenges faced by care managers today. Students will engage in role plays, class presentations, and will create a

video demonstrating their developing care management skills. May be run as a 4 unit CBL course.

Crosslisted as: HIST 174.

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. Beyond a lengthy study of the history of psychology, this course also entails personal work in positive psychology, oral presentations, professional visitors, and out-of-class activities related to career and professional development.

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 75A - World Wisdom Traditions: Survey (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 110 - 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 - 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 117 - History and Spirituality of the Christian Church (3)

A study of the history and spirituality of Christianity through the ages from the early church and patristic era to the multicultural origins of the global Catholic Church.

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 128 - Migration and Ethics (3)

An interdisciplinary introduction to contemporary immigration with a primary focus on ethical assessment of U.S. immigration policies and practices from a variety of perspectives: philosophy, Christian anthropology, social science, law, and policy.

RLST 130 - 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 131B - Themes in Spirituality: Women's Spirituality (3)

An introductory survey of crucial topics in the study of women's 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.

Crosslisted as: Crosslisted as HIST 178 and SOCI 178.

RLST 165B - Themes in Contemporary Theology: Jesus (3)

An exploration of contemporary theology: Jesus and his followers.

RLST 165C - Themes in Contemporary Theology: God (3)

An exploration of questions such as "who or what is God?"

RLST 175A - World Wisdom Traditions: Survey (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.

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.

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 108W.

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 145 - Introduction to Intercultural Peace and Justice (3)

Crosslisted as: PSYC 145.

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, Latinx, 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 102W.

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 or instructor; PSYC 168 recommended. Crosslisted as: PSYC 169.

SOCI 169 - Power and Powerlessness (4 units (3 in Bachelor Completer program))

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 175 - Fundamentals of Care Management (3)

This course introduces students to the skills necessary to providing effective care management. The course will focus on building a foundational understanding of the importance of human interaction in a variety of social service and health care settings, a review of the different types of case management models in use today, and developing a strengths-based perspective in completing assessments, formulating client-based treatment plans, and engaging in client advocacy. The course will introduce students to interventional skills that support access and connection to community resources, and will also examine the sociocultural factors that highlight the current growing need for care management across different contexts. The course will also explore the ethical dimensions and challenges faced by care managers today. Students will engage in role plays, class presentations, and will create a video demonstrating their developing care management skills. May be run as a 4 unit CBL course.

Crosslisted as: HIST 174.

SOCI 177 - Latinx Communities and Experiences (3)

An introduction to the diverse experiences of Latinx communities in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and nonfiction by Latinx/Hispanic authors as well as other sources of information about Latinx 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 192 - Internship Seminar in Sociology (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 sociology. 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.

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.

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.

RESOURCES FOR LEARNING

CUSHING LIBRARY

<http://library.hnu.edu>

Phone: 510-436-1332

Text: 510-746-8103

Email: hnulibrary@hnu.edu

The Paul J. Cushing Library collections consist of over 45,000 e-journals, 130,000 ebooks, and 40,000 traditional print books, including a collection of popular books and DVDs. The Library provides access to course materials (via traditional print reserves and electronic reserves) as well as over 76,284 e-journals and other media resources.

Our online catalog offers access to all of the Library's book, journal, and media collections. HNU students, faculty, and staff can access most databases and other electronic resources when off-campus by using their HNU login.

The Library offers access to over 40 computers, WiFi, printing stations, and comfortable places to study. Users can also borrow laptops, iPads, and a variety of small electronic equipment and accessories.

Our expert librarians are ready to help you succeed by providing extensive reference service. Librarians work individually with students as they complete assignments, prepare papers, and conduct research. In addition to traditional reference desk service, the Library also offers online reference through our Ask a Librarian service. Library patrons can ask questions and receive assistance via email, chat, text message, and a searchable 24/7 knowledge base of frequently asked questions.

Librarians also offer assistance by providing course-integrated library instruction sessions and by preparing online guides in their subject specialties. Additionally, the Library offers workshops, on topics such as citation styles and database searching, to assist users with developing better research and writing skills.

Group study spaces are available and can be easily reserved via our online booking system.

HNU students and faculty can easily access library materials from other institutions. As members of Camino, a high-speed resource-sharing network, we can fill many requests within two business days. Interlibrary loan requests can be completed directly through our website.

Food and covered beverages are allowed throughout the Library.

Librarians welcome recommendations for book and journal acquisitions as well as recommendations for events that can be hosted by the library.

The Library regularly offers art galleries and events (book talks, concerts, featured speakers). We are happy to host other events.

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.

Study Abroad through Central College

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. Starting with a handful of

violin pupils, Prep Music has grown to include forty instructors offering private and group lessons to 300 students from Oakland and neighboring cities. Lessons are provided on cello, drums, flute, harp, oboe, piano, recorder, viola, violin, and voice. Prep Music also offers string and piano classes, orchestra, chamber music, and in collaboration with the Kodaly Center, Kodaly-based early childhood and adult music education.

The program offers both traditional and Suzuki instruction.

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. Consistent parental involvement is required for this approach.

Preparatory Music believes that sharing music with others is an essential component in the musical journey of children and youth, and therefore provides many performance opportunities to students including solo recitals and large events such as a Pops Concert, Concerto Competition and Festival, and a Solo and Ensemble 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

Holy Names University's New Student Orientation creates a foundation for student success by facilitating the successful transition of students and their families to our diverse academic, social and cultural campus community. Orientation is an on-going experience that fosters unity, communicates expectations for academic excellence, promotes community values and builds relationships by encouraging students to explore and reflect on their full potential. **All new students admitted for fall semester should plan to attend this required program which takes place during the four days preceding the first day of classes.**

Through participation in New Student Orientation, students will:

- Make valuable connections with fellow students, staff, and faculty
- Gain an understanding of the expectations for student success both inside and outside of the classroom
- Understand more about HNU culture and traditions
- Develop familiarity with HNU campus resources.

Orientation for students in the Bachelor Degree Completion and Graduate 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.

The Connections Project (CP) assists first-year students in connecting to the University and each other through our learning communities: Social Justice, Leadership and Service. Students in the Connections Project enroll in designated courses, have support from a Peer Mentor, participate in workshops and activities through the CP Lab, and engage with the campus common reading. **All first-year students participate in and receive the benefits of the Connections Project, regardless of whether students live on or off campus.**

Through participation in the Connections Project program, students will:

- Develop the tools and skills needed for a successful transition to college
- Learn how to become an active and engaged member of the HNU community
- Learn about the HNU mission of leadership, service and social justice
- Gain an appreciation for living in a diverse community and a global society.

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 their 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 and Summer breaks and meals are not covered during the Thanksgiving and Spring breaks, or during Summer. 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 Council serves as the governing body of ASHNU and is composed of eight executive officers and eight members of the Class Council. These 16 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 HNU 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 Full 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 by:

Fostering prayer and worship in The Spirit;

- Sunday, Weekday and Special Liturgies
- Meditation and Interfaith Prayer Services
- Bible Study and Small Group Dialogue
- Sacramental Preparation & Adult Faith Formation

Creating spaces of safety, hospitality and nourishment in The Spirit

- Dia de los Muertos
- Public Market Table Talks
- Ritual Meals of Connection and Conversation (One Table, Many Breads)
- Red Tent Outreach

Building a community that is resilient in The Spirit;

- Faith in Action Together (FIAT), leadership team
- Residence Hall Programs
- Retreats
- Individual Spiritual Direction

Growing a shared presence on campus and beyond

- Mid-Week Wisdom
- Prayer resources
- Outreach service in Oakland

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: 2022-23			
Tuition		Credit by Exam, per unit	\$ 195
Traditional Undergraduates		Degree Certification Letter (each copy after initial letter)	\$ 5
annual (between 12 and 18 units per semester)	\$ 41,579	Graduation Fee	\$ 200
per semester (between 12 and 18 units)	\$ 20,789.50	Graduation Fee, credential and certificate students	\$ 50
less than 12 units or more than 18 units (per unit)	\$ 1,427	Late Registration Fee	\$ 100
more than 18 units per semester (per unit)	\$ 1,427	Late Payment Fee	\$ 250
Bachelor Completion Program Undergraduates (per unit)	\$ 495	Library Book Replacement	\$ 55
Graduate and Credential Students (per unit)	\$ 1,003	Library Book Replacement Processing Fee	\$ 20
ADN/RN to BSN (per unit)	\$ 495	(non-refundable)	
MSN (all tracks, per unit graduate/undergraduate)	\$ 1,054/\$495	Nursing ATI module, Estimate	\$ 2,260
Audit		Nursing Program Lab Fee (semester)	\$ 107
Per unit	\$ 158	MSN Clinical Tracking Fee	\$ 170
Other Fees			\$
Campus Fee (annual)	\$ 536	Nursing Clinical Practice Fee	\$ 75
(On campus residents)		Orientation Fee	\$ 50
Access Fee (summer)	\$ 57	(non-refundable)	
(attend classes on campus or off site)		Credit by Assessment: SAIL required course, per unit	\$ 1,003
Access Fee (annual)	\$ 114	Credit by Assessment: SAIL evaluation, per 3-6 units awarded	\$ 750
(attend classes off site)		Placement file (graduate and credential)	\$ 25
ID Card replacement	\$ 30	Each copy after 3	\$ 5
			\$
		Private Music Lessons, per semester, per instrument	\$ 750
			\$
		(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
Immersion Courses		
Travel, lodging, and meals for immersion courses	\$	Varies

Room and Board Rates

Room	Per Year	Per Semester
Single w/ bath	\$ 10,720	\$ 5,360
Double As Single	\$ 9,998	\$ 4,999
Single	\$ 8,293	\$ 4,146.50
Mini Single	\$ 8,031	\$ 4,015.50
Gender Inclusive	\$ 7,509	\$ 3,754.50
Double	\$ 7,371	\$ 3,685.50
Suite	\$ 6,975	\$ 3,487.50

Board Plans

19 meals per week with \$25 flex per semester	\$ 6,903	\$ 3,451.50
14 meals per week with \$100 flex per semester	\$ 6,903	\$ 3,451.50

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; Students are responsible for paying collection fees, interest charges, finance charges, and attorney fees.

Options

There are three options for paying fees and tuition:

1. Payment in Full

Payment may be made by cash, check, electronic check, credit card, savings account, or international wire transfer. 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 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 and 24-hour online account access. For more information, visit our web page <https://hnu.edu/parents-families/student-accounts/>

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. The Employer Reimbursement Certification form is available in the MyHNU student portal.

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.

Bachelor Degree Completion Students Taking Courses in Traditional Program

A Bachelor Completer 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 Bachelor Completion 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 PROCESS

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 Financial Aid Office 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 to receive financial aid, a student must:

1. Be a U.S. citizen or permanent resident (except for international scholarships).
2. Be enrolled as a full-time student (traditional undergraduate program) or at least part time (bachelor

completion, credential, certificate, and graduate programs).

3. Have a high school diploma or equivalent for traditional undergraduate.
4. Maintain satisfactory academic progress towards graduation and maintain a minimum cumulative GPA as required.
5. Be registered for the draft with the Selective Service if the student is male, at least 18 years old, born after December 31, 1960 and not a current member of the active armed service.
6. Not be in default on any Title IV loans or owe repayment on any Title IV grant.

Priority in awarding is based upon the timely filing of all required applications, supporting documents and notification of admission to the University. Most awards (scholarships, grants, loans) are disbursed in two equal installments, which are credited directly to the student's account. Most financial awards are eligible for renewal based on program guidelines and an annual application must be submitted.

Determining of Need

Financial need is calculated by information the student provides on the Free Application for Federal Student Aid (FAFSA). This standard form, used nationwide in higher education, gathers information on the family's financial situation— their income and assets. Other requested information includes the number of family members and the number of family members in college. The results of this calculated assessment is what is commonly referred to as the Expected Family Contribution or (EFC). The EFC is subtracted from the cost of attendance and the result is a calculation of the student's "financial need". Aid eligibility at Holy Names University is a function of both our cost of attendance and your expected family contribution.

Application Process

Application Process

For federal, state, and institutional aid you will need to:

1. Complete and submit the Free Application for Federal Student Aid (FAFSA).
2. Submit the appropriate Federal Verification Worksheet as needed.

3. If required for verification, complete IRS Data Retrieval or IRS transcript.
 4. Applicants for all Cal Grant programs must also file a verified grade point average (GPA) with the California Student Aid Commission no later than March 2nd and have the FAFSA completed by March 2nd.
- **OPTION 1:** Obtain a GPA Verification Form, have it certified by a school official at the current school attended and send it to the California Student Aid Commission. Photocopy the form prior to mailing and obtain a proof of mailing for verification purposes. Home schooled students will need to send SAT or ACT scores to the California Student Aid Commission before March 2nd.
 - **OPTION 2:** Many high schools and colleges will file (with a signed release) a student's verified GPA with the Commission in roster form. This option should be verified with each institution.
For students who are not eligible to apply for the FAFSA can apply for the Dream Act Application. If a student is not eligible for Dream Act, then contact the Financial Aid Office directly.

FINANCIAL AID AWARDS

Once all applications and supporting documents are received (which includes the results of the FAFSA), a financial aid award will be sent to the student.

New Students

January applicants can expect to receive a notice instructing them where to retrieve their award by mid March. Be aware, the "wait period" between application and award lengthens the longer one waits to complete financial aid paperwork.

Continuing Students

Continuing students have to enroll in required units (traditional undergrad = 12+ units, adults = 6 units, credential = 6 units, certificate = 6 units, and graduate = 4.5 units) and have a completed FAFSA. Students will be notified of their financial aid offer through an e-mail. Students can expect financial aid packages for the new academic year from April to August. Award letters do not require student's signature. However, if student wants to reduce aid, such as loans, then student must make adjustment on the award letter, sign the award letter, and return to the Student Financial Assistance office by August 1st.

Verification

Verification is the process of confirming the accuracy of information reported on the FAFSA. All students selected

for verification by the Federal Government are required for verification at Holy Names University. A student required for verification will need to submit a Federal Verification Worksheet and complete IRS Data Retrieval or IRS transcript. This process is required of Holy Names University by the Federal Government in order to help maintain the integrity of the Federal Student Aid program.

Online Awards

Award letters contain confidential information and are located on Campus Logic's secure site. In order to keep the site secure, students are not to share their password with anyone.

FINANCIAL AID PROGRAMS

Financial aid is money provided from federal and local governments, independent, and private organizations and from funds set aside by the University to assist families in meeting the costs of higher education. Most opportunities for financial assistance fall into either of two categories: "merit-based aid" and "need-based aid." "Merit-based" scholarships are granted based on a student's achievements or promise of achievement in several areas including, but not limited to, academics, music and athletics. "Need-based" aid, as the name implies, requires that the student and their family demonstrate a financial need in meeting college costs. Simply stated, financial need is the difference between the amount a family is expected to contribute and the actual amount to attend college. In most cases, the amount of financial aid offered will be based on a combination of factors involving both types of aid. Once application materials are received, students are assigned counselors to assist them through the financial aid process. New students continue to work with their Admissions counselors while continuing students are assigned a counselor from the Financial Aid Office.

Grants

Grants		
Pell Grant	Federal program, based on need. Annual FAFSA required.	Up to \$6195
FSEOG	Federal program, based on need. Also must be eligible for Pell Grant. Annual FAFSA required.	Up to \$1,000 per year
Cal Grant	Awarded to low and middle income California residents. Based on need and GPA. GPA verification and FAFSA required by March 2. After student is awarded, FAFSA is evaluated to meet income and asset ceiling for renewal of grant.	\$9084 to \$10740

Veterans Benefits The University's VA certification officer assists veterans, their dependents, and service personnel in obtaining educational benefits from the Veterans Administration. Varies

for a Grad PLUS loan.

Loans

Loans

Subsidized Federal Stafford Loan Need-based, fixed rate, low-interest student loan in which the government pays the interest while the student is enrolled at least half-time (6 units). Loan is deferred until 6 months after the student graduates or drop below half-time. Up to \$3500 (FR), \$4500 (So), \$5500 (Jr. and Sr.)

Private Loan Available list of lenders to choose from with varying interest rates, policies, requirements. Loan is credit based, may need a cosigner if credit is not strong enough. Varies

Unsubsidized Federal Stafford Loan Fixed rate, low interest student loan in which interest accrues while the student is enrolled at least half-time (6 units). Loan is deferred until 6 months after the student graduates or drops below half-time. Up to \$3500 (FR), \$4500 (So), \$5500 (Jr. and Sr.)

Emergency Short-Term Loans \$150 maximum for personal expenses. Funded through donations to the Holy Names University Student Emergency Loan Fund. Based on need

Plus Loan For parents of dependent students, credit check required, student must be enrolled at least half-time(6 units). Loan can be deferred or payment can start immediately. Up to cost of attendance

Grad Plus Loan Available to qualifying graduate students, credit check required, can borrow up to the full cost of attendance, less other aid received. Holy Names University requires that you apply for financial aid before you apply Varies

Employment

Awarded to full time students based on financial need and academic qualification. Students work in part-time jobs either on-campus or off-campus. Depending on experience, wage, and department budget, most students work between 2 to 20 hours per week. Wages start at minimum wage. Often, these jobs complement students' educational and career objectives, providing them with valuable vocational and technical experience. These programs offer many opportunities for employment which are sure to enhance a resume upon graduation. Funding for both programs is limited. Student applies through the FAFSA and the Financial Aid Office/Student Success and Retention Office. Jobs are posted online at HNU's Handshake.

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.

SCHOLARSHIPS

Marie Durocher Scholarship	Competitive scholarship awarded to full-time incoming freshman. Applicants must have a high school GPA of 3.7 or higher. Award is renewable with a college GPA of 3.7. Availability is based on University funding.	Up to cost of tuition
Merit Scholarship	Awarded to traditional, full-time students based on GPA	Varies
HNU Grant	Based on Need	Varies
HNU Award	Based on Need	Varies
HNU Founder's Grant	Awarded to continuing students who will be living on campus. Must have been granted this scholarship at the time of admission to the University.	Varies
Music Scholarship	Awarded by the Music Department to students who demonstrate superior music ability and who are committed to Holy Names University and the ministry programs. Annual audition is required.	Varies
Choir Scholarship	Awarded by the Music Department to students who are registered for the Choir class, attend classes, and are active participants in campus events. Limited funds available.	Up to \$1000
Athletic Scholarship	Awarded by the Athletic Department based on talent	Varies
Logan Scholarship	Applicants must have intention to teach in a public school or organization and have a 3.00 GPA	Minimum of 50% reduction in tuition costs
Catholic High School Scholarship	Awarded to high school students who are graduates of Bishop O'Dowd, Holy Names, St. Joseph, or St.	Up to \$5000

Elizabeth high schools

SATISFACTORY ACADEMIC PROGRESS (FINANCIAL AID)

Each student must maintain an overall cumulative grade point average (GPA) of 2.00 or higher for each semester of attendance. Cumulative GPA is based on institutional credit hours only. A student must also complete 67 percent of the overall institutional units he/she has attempted. For example, a student who attempts 12 credit hours for a semester must complete 9 of those credit hours. Satisfactory Academic Progress is reviewed each semester. A student must also demonstrate progress toward graduation. The time-frame in which a student finishes his/her degree cannot exceed 150 percent of the published length of the program. For example, for an academic program with a program length of 120 units, the time-frame of completion cannot exceed 180 units. Part-time students must also complete 67 percent of their attempted units. "F" grades, incompletes, withdrawals, "FN" grades, and "no credit" marks affect your GPA as outlined in this catalog. Graduate students are required to complete each semester with a cumulative GPA of 3.00 and overall cumulative GPA must be 3.00 and above with a completion of 67 percent of cumulative limits.

Evaluation of Student's Progress

GPA and unit evaluation is done at the end of each semester. If either of the criteria are not met at their times of evaluation, the student will be notified of his/her failure to meet the qualifications and the student will be placed on Financial Aid Warning.

Financial Aid Warning for Failure to Meet the GPA Requirement

If an undergraduate student is put on Financial Aid Warning for failure to meet the cumulative GPA requirement, the student has one semester to receive a cumulative GPA of 2.00. The student must maintain a 2.00 cumulative GPA for one semester before being removed from Financial Aid Warning.

If a graduate student is put on Financial Aid Warning for failure to meet the cumulative GPA requirement, the student has one semester to receive a cumulative GPA of 3.00. The student must maintain a 3.00 cumulative GPA for one semester before being removed from Financial Aid Warning.

If, at the end of the semester during the Financial Aid Warning period, the student does not receive a cumulative GPA of 2.00, the student will have all financial aid suspended until they have met the 2.00 cumulative GPA requirement. Student will receive a

disqualification letter. After maintaining a 2.00 cumulative GPA for one semester, the student will again be eligible for financial aid. If a student is **academically (not financial aid)** suspended, the student must complete the readmission procedures for an academically disqualified student as outlined in the student catalog. The student must then meet the 2.00 cumulative GPA requirement for one semester before that student will be eligible for financial aid. After such a time as the requirements have been met, the student may again apply for financial aid.

If a graduate student does not meet the cumulative GPA of 3.00, they will receive a disqualification letter as well. The requirement to get financial aid reinstated is to meet the cumulative GPA of 3.00. The student may apply for financial aid again.

Financial Aid Warning for Failure to Meet the Unit Requirement

If, at the time of the unit evaluation, a student has failed to complete 67 percent of the attempted overall units, they will be placed on Financial Aid Warning and will be notified of the failure to meet the requirements. That student will have one semester in which to improve this percentage. If, by the end of that semester, the student has not completed 67 percent of the cumulative attempted units, that student will have all financial aid suspended until such a time as they have met the requirement. The student may again apply for financial aid after requirements have been met.

Appeal

A student may appeal this suspension by presenting a letter of appeal to the Financial Aid Office. The appeal must include why you have failed to meet Satisfactory Progress. It must also include what has and will change in order for you to achieve Satisfactory Progress by the next semester. Cases of extreme illness or death in the family will be taken into consideration. The Financial Aid Office will notify the student as to the final decision. An approved appeal will grant the student one semester of probation in which they will still be eligible to receive Financial Aid. If, at the end of this probation period, Satisfactory Progress is not met, the student will be placed on Financial Aid suspension until such time as the student has met the requirements.

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 2019-2020

	Living on Campus	Living off campus (Independent or Dependent)
Tuition and Fees (24-36 credits)	\$40,102	\$40,102
Books and Supplies	\$1,971	\$1,971
Rent/Food/Utilities	\$13190	\$15972
Transportation	\$1278	\$1,252
Personal Items	\$3996	\$3,006
Loan Fees		\$134
	\$134	
TOTAL (2017-18)	\$64,410	\$62,437

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:

6 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.

Financial Aid and Refund Policy Dropping Classes

A student's final eligibility for aid will be based on the number of hours for which they are enrolled on the official Add/Drop date (see University's Academic Calendar), as listed in the class schedule. If a student registers for, and then drops a class (or classes) prior to the official

Add/Drop date, the student's eligibility for aid will be recalculated based on the hours remaining as of the official Add/Drop date. Financial aid is based on the number of units enrolled as of the official add/drop date. Students who receive a financial aid payment based on more hours than those remaining as of the official Add/Drop date may be responsible for repaying a portion of any financial aid received. Dropping classes may affect a student's eligibility for future aid. Students should consult the Satisfactory Academic Progress Policy or the Student Financial Assistance Office (Financial Aid) to determine if dropping classes will affect their eligibility for future aid.

Total Withdrawal from School

If a student registers and then completely withdraws from all classes, their eligibility for aid will be recalculated based on the number of days they attended class. If a student totally withdraws from all classes prior to the first class day, all financial aid will be canceled and no funds will be disbursed. If a student withdraws on or after the first class day, the student may have to repay a portion of any cash financial aid received. See Return of Title IV Funds. Withdrawal from classes may affect a student's eligibility for future aid. Students should consult the Satisfactory Academic Progress Policy, or the Student Financial Assistance Office (Financial Aid) to determine if dropping classes will affect their eligibility for future aid.

Return of Title IV Funds

The Higher Education Reconciliation Act of 2008 changed the formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing 60% of the semester will have their eligibility for aid recalculated based on the percentage of the semester completed. The Student Financial Assistance Office (Financial Aid) encourages students to read a complete copy of this policy carefully. Students considering withdrawal from all classes PRIOR to completing 60% of the semester, should contact the Student Financial Assistance Office (Financial Aid) to see how that withdrawal may affect their financial aid.

Student Consumer Information

In compliance with the Higher Education Opportunity Act, students can access compliance and consumer information for Holy Names University at: www.hnu.edu/HEOA.

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

Rosafel Adriano-Nogra (2018)

Assistant Professor of Nursing. B.S.N., California State University, Los Angeles; D.N.P., Maryville University of Saint Louis.

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.

Nora Elena Chavez (2018)

Assistant Professor of Nursing. A.D.N., Los Angeles Valley College, M.S.N., Holy Names University.

Chiu Chen (2012)

Assistant Professor of Marketing. B.S., Chung Yuan Christian University Taiwan; M.S., Iowa State University; Ph.D., Purdue University.

Duygu Demirlioglu (1980)

Associate Professor of Physical Science. B.S., California Institute of Technology; M.A. University of California, Berkeley; Ph.D., University of Istanbul.

Kathryn Kelly Epstein (1987)

Associate Professor of Education. B.A., M.A., San Francisco State University; Ph.D., University of California, Berkeley.

Perri Franskoviak (2012)

Assistant Professor of Psychology and Counseling Psychology. B.A., University of Maryland, College Park; M.A., University of Denver; Ph.D., California Institute of Integral Studies.

Sheila O'Neill Gibson (1966)

Professor of Philosophy. B.A., St. Mary's College, Indiana; M.A., Ph.D., University of Toronto.

Nina Handler (2007)

Instructor in English. B.A., M.A., San Francisco State University.

Maree Hennessy (2015)

Assistant Professor of Music; Director, Kodály Center. AKC, Kodály Music Education Institute of Australia; B.A.,

Queensland University of Technology; M.Mus.St., University of Queensland.

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)

Assistant Professor of Accounting. 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.

Catherine Kiely (2018)

Assistant Professor of Nursing. B.S.N., Holy Names University, M.S.N., Holy Names University.

Haesook Kim (2018)

Assistant Professor of Nursing. B.S.N., Hanyang University; M.S.N., University of Michigan; Ph.D., University of California, Los Angeles.

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.

Blessing Lawski (2018)

Assistant Professor of Nursing. B.S.N. Humboldt State University, M.S.N., Wayne State University.

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.

Paulina Lopez (2018)

Assistant Professor of Nursing. F.N.P. & M.S.N., Western University of Health Sciences.

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.

Paul Nagami (2016)

Instructor in Chemistry and Mathematics. M.S., San Francisco State University.

Anh Thai Nhan (2018)

Assistant Professor of Mathematics. B.S., Cantho University; M.S. & Ph.D., National University of Ireland.

Aimee Paulson (2018)

Assistant Professor of Nursing. D.N.P., University of Minnesota; M.S.N., Metropolitan State University.

Sophia Park (2009)

Associate 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.

Anastasia Prentiss (2009)

Assistant Professor of Communication Studies. B.A., M.A., San Francisco State University; Ph.D., California Institute of Integral Studies.

Stephanie Quan (2018)

Assistant Professor of Mathematics. B.S., University of San Francisco; Ed.D., Columbia University.

Arun Rasiah (2011)

Associate 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)

Associate 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 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.

Lily Stearns (2017)

Assistant Professor of Psychology and Forensic and Counseling Psychology. B.A., University of California, Berkeley; M.A., Ph.D., Fuller Theological Seminary.

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)

Associate Professor of Chemistry. B.S., Southern Connecticut State College; M.S., University of Nevada; Ph.D., University of California, Davis.

Anne F. Walker (2014)

Associate Professor of English. B.F.A., York University; M.F.A., Mills College; M.A., Ph.D., University of California, Berkeley.

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**Gemma Arguelles**

Lecturer in Music. B.M., University of the Philippines; M.M., Holy Names College.

Aimee Armata

Lecturer in Counseling Psychology. B.A., New England College; M.A. and M.A., California Institute of Integral Studies.

Sabina Aurilio

Supervisor in Educational Therapy, M.Ed., Holy Names University, Educational Therapist.

Robynn Battle

Lecturer in Education. B.S., San Francisco State University; M.S., University of California, Berkeley; Ed.D., University of San Francisco.

Catherine Bacle-White

Supervisor in Educational Therapy, M.A. University of Bordeaux III, Educational Therapist.

Patrick Bender

Lecturer in Business.

John Binkov

Lecturer in Music. B.A., University of California, Berkeley; M.A., University of California, Davis.

Levi Checketts

Lecturer in Philosophy. B.A. University of Notre Dame; M.T.S., Boston College.

Hyunjoo Chung

Lecturer in Music. B.M., Eastman School of Music; M.M., Cleveland Institute of Music; D.M.A., Peabody Institute of Music.

Tobin Costen

Lecturer in Business. B.A., Gonzaga University; M.B.A., Holy Names University.

Neha Dave

Lecturer in Economics and Business. B.A., University of California, Berkeley; M.A., University of Michigan.

David Domeier

Lecturer in Accounting. C.P.A., B.A., California State University, Fresno.

Jean Driscoll

Lecturer in Economics. B.A., University of Massachusetts, MBA, Columbia University.

Ricardo Dukes

Lecturer in Psychology. B.A., M.A., Sonoma State University; Ph.D. (c), Walden University.

Laura Feren

Lecturer in Counseling Psychology. B.A., Texas Tech University; M.A., Ph.D., Wright Institute of Clinical Psychology.

Kathy Garlick

Lecturer in English. M.F.A. Sarah Lawrence College; Ph.D. University of Houston.

David Goldweber

Lecturer in English. B.A. Vassar College; M.A., M.Phil., Ph.D., New York University.

Kellen Grayson

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Cello

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John Binkov

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Dominique Piana

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Hyunjoo Chung

Joy Tsai

Betty Woo

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Violin

Dorothy Lee

James Shallenberger

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Tim Spears

Voice

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Shauna Fallihee

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Leonora Gillar-Sleeter (oboe, English horn)

Moira Little (oboe)

Tom Rose (clarinet)

Composition

Steven Hofer

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Gloria Clare Yim, M.M.

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James Choi

Dorothy Lee

Rebecca Reed-Lunn

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Poppea Dorsam

Rebecca Rogot

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Moira Little

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Javier Trujillo

Voice

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Cathy DeVos, Mus.Ed., M.M. (Da Capo Youth Orchestra)

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Robin Revelli (Divisi String Orchestra)

Katherine Baird & Rebecca Rogot (Cello Choir)

Kent Tchii, M.M. (Advanced Piano Ensemble)

Mei-Ling Tchii, M.M. (Beginning & Intermediate Piano Ensemble)

Accompanists

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Amy C.H. Martin, M.M.

Megrim Miyata

Christine Tchii, M.M.

Music and Movement

Maree Hennessy
Lisa May

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Admissions	436.1351
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Athletics Director	436.1049
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Campus Ministry	436.1081
Campus Safety	436.1600
Career Services	436.1419
Center for Excellence in Teaching and Learning (CETL)	436-1699
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Disability Support Services	436.1394
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Food Service	436.1050
Health Services	436.1530
Human Resources	436.1220
Institutional Advancement	436.1014
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Library	436.1332
Ombudsperson	436.1265
Preparatory Music Department	436.1224
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INDEX

