



HOLY NAMES UNIVERSITY

2011-2013 CATALOG

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WELCOME TO HOLY NAMES UNIVERSITY



THE MISSION

Holy Names University, an academic community committed to the full development of each student, offers a liberal education rooted in the Catholic tradition, empowering a diverse student body for leadership and service in a diverse world.

Holy Names University, a center of rigorous teaching and scholarship in the Catholic intellectual tradition, is...

- rooted in the charism of the Sisters of the Holy Names of Jesus and Mary and committed to social justice
- a student-focused community developing critical thinkers and transformational leaders
- a model of diversity promoting cultural competency
- a resource for study and impact on urban issues, particularly in Oakland.

PROFILE

Founded in Oakland in 1868, Holy Names University has offered a broad and challenging education to a diverse student body for 143 years.

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 Western Association of Schools and Colleges. The Commission for Collegiate Nursing Education (CCNE) accredits the RN/BSN program and the MSN nursing program.

Location

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

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

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

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

History

Pioneering Educators

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

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

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

Expanding Opportunities

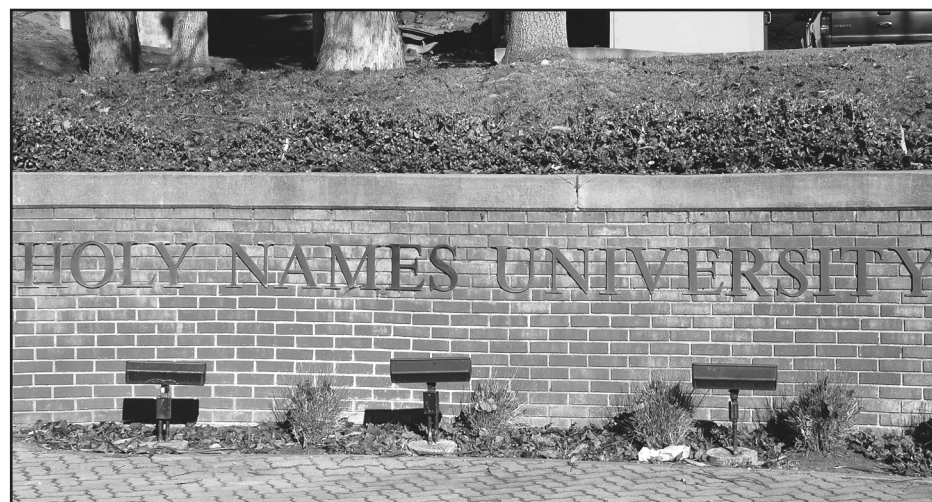
- 1908 The name of the institution was changed to Convent and College of the Holy Names.
- 1916 Secular students were admitted to college-level classes for the first time, and the Alumnae Office was opened with its new constitution decreeing that the annual meeting should coincide with Founders' Day, May 10.
- 1917 Holy Names Junior College was formally inaugurated.
- 1925 The senior college opened.
- 1930 The first College of the Holy Names' teacher candidates were credentialed by the State of California.
- 1949 Holy Names became one of the charter members of WASC, the Western Association of Schools and Colleges.
- 1955 The coeducational Graduate Division was formally established.
- 1957 The entire College moved from Lake Merritt to the new campus on Mountain Boulevard.
- 1960 Raskob Learning Institute opened.
- 1969 The Kodály Music Education Program was founded.
- 1971 The College name changed to Holy Names College; the College became totally coeducational.
- 1972 The ELS Language Centers (ELS) were opened on campus to provide intensive English language training for international students.
- 1977 An interdisciplinary, team-taught program in Humanistic Studies became the cornerstone of the undergraduate curriculum.
- 1981 The Weekend College (WECO) began to offer working adults a more advantageous schedule for earning regular degrees with classes on Friday nights and Saturday mornings and afternoons.
- 1987 The Writing Across the Curriculum program was adopted to ensure that development in writing was a component of all undergraduate programs.
- 1994 The Valley Center for Performing Arts opened, providing the campus and the Oakland community with a state-of-the-art facility.
- 1996 The College joined the National Association of Intercollegiate Athletics (NAIA) Division II.
- 1996 The Sophia Center in Culture and Spirituality, a graduate program, began.

- 1997 The Master of Science in Nursing (MSN) Program began offering classes.
- 1999 The Julia Morgan School for Girls opened, an independent private all-girls middle school dedicated to the holistic growth of young women.
- 1999 The HMST Program was renamed Integrative Studies Across Cultures (ISAC)
- 2000 The accelerated Business Degree Program, ex.cel, was introduced.
The M.A. in Pastoral Ministries began in partnership with the Diocese of Oakland.
- 2002 NEXUS, the BSN teleconferencing program in partnership with Catholic Healthcare West, began offering classes.
- 2004 The name of the institution was changed to Holy Names University.
The University began a partnership with Samuel Merritt College of Nursing offering a generic nursing program.
- 2006 Renovation of the science facilities and all classrooms on the second floor of Brennan Hall was completed.
- 2007 Fiftieth anniversary of the move to the Mountain Boulevard campus.
- 2009 Renovation of the first floor of Brennan Hall was completed.
- 2012 The University was accepted for accepted for Candidacy Membership in the NCAA Division II.

The Faculty

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

A distinctive hallmark of the University is the personal interest in the well-being of each student by the professors. Holy Names' faculty stimulate their students to move in directions that students may not have considered. Faculty take time, through academic advising and through informal and formal meetings before and after class hours, to assist students in their orientation to college life. As students adjust to the rigors and challenges within each of their subjects, the roles of their teachers include mentor, scholar, and researcher—roles that faculty members joyfully share with their students. Students interact with their instructors in career planning, athletic events, drama productions, music performances, art shows, computer laboratories, science laboratories, as well as in lectures, seminars, tutorials, independent studies, research, field work, and internships.



2011-2012 ACADEMIC CALENDAR

| | | | |
|------------------|---------|-------|--|
| AUGUST | 24 | W | Fall Semester Begins Fall Accelerated Term 1 Begins |
| SEPTEMBER | 5 | M | Campus Holiday: Labor Day |
| | 21 | W | Convocation |
| OCTOBER | 11 | T | Fall Accelerated Term 1 Ends |
| | 14 | F | Mid-Session Holiday (traditional undergraduates) |
| | 17 | M | Fall Accelerated Term 2 Begins |
| NOVEMBER | 24-27 | Th-Su | Campus Holiday: Thanksgiving Break |
| DECEMBER | 2 | F | Last Day of Fall Semester Classes |
| | 5 | M | Study Day |
| | 6-10 | T-Sa | Final Examinations for Fall Semester |
| | 10 | Sa | Fall Accelerated Term 2 Ends |
| | 11-1/10 | | Student Holiday: Winter Break |
| | TBD | | Campus Holiday: Christmas Break |
| JANUARY | 11 | W | Spring Semester Begins Spring Accelerated Term 3 Begins |
| | 16 | M | Campus Holiday: Dr. Martin Luther King, Jr. Day |
| FEBRUARY | 20 | M | Campus Holiday: Presidents' Day |
| | 28 | T | Spring Accelerated Term 3 Ends |
| MARCH | 5-11 | M-Su | Student Holiday: Spring Break |
| | 12 | M | Spring Accelerated Term 4 Begins |
| APRIL | 6-8 | F-Su | Campus Holiday: Good Friday and Easter |
| | 30 | M | Spring Semester Classes End |
| MAY | 1 | T | Study Day |
| | 2-8 | W-T | Final Examinations for Spring Semester |
| | 5 | Sa | Spring Accelerated Term 4 Ends |
| | 10 | Th | Founders' Day |
| | 12 | Sa | Commencement Ceremonies |
| | 14 | M | Summer Session Begins Summer Accelerated Term 5 Begins |
| | 28 | M | Campus Holiday: Memorial Day |
| JUNE | 30 | Sa | Summer Accelerated Term 5 Ends |
| JULY | 2 | M | Summer Accelerated Term 6 Begins |
| | 4 | W | Campus Holiday: Independence Day |
| AUGUST | 18 | Sa | Summer Session Ends Summer Accelerated Term 6 Ends |

2012-2013 ACADEMIC CALENDAR

| | | | |
|------------------|---------|-------|---|
| AUGUST | 29 | W | Fall Semester Begins Fall Accelerated Term 1 Begins |
| SEPTEMBER | 3 | M | Campus Holiday: Labor Day |
| | 19 | W | Convocation |
| OCTOBER | 16 | T | Fall Accelerated Term 1 Ends |
| | 19 | F | Mid-Session Holiday (traditional undergraduates) |
| | 22 | M | Fall Accelerated Term 2 Begins |
| NOVEMBER | 22-25 | Th-Su | Campus Holiday: Thanksgiving Break (classes meet M-W except Term 2 classes, which do not meet this week) |
| DECEMBER | 7 | F | Last Day of Fall Semester Classes |
| | 10 | M | Study Day |
| | 11-15 | T-Sa | Final Examinations for Fall Semester |
| | 15 | Sa | Fall Accelerated Term 2 Ends |
| | 16-1/15 | | Student Holiday: Winter Break |
| | TBD | | Campus Holiday: Christmas Break |
| JANUARY | 14 | M | Spring Semester Begins Spring Accelerated Term 3 Begins |
| | 21 | M | Campus Holiday: Dr. Martin Luther King, Jr. Day |
| FEBRUARY | 18 | M | Campus Holiday: Presidents' Day |
| MARCH | 4 | M | Spring Accelerated Term 3 Ends |
| | 11-17 | M-Su | Student Holiday: Spring Break |
| | 18 | M | Spring Accelerated Term 4 Begins |
| | 29-31 | F-Su | Campus Holiday: Good Friday and Easter (classes meet M-Th except Term 4 classes, which do not meet this week) |
| MAY | 6 | M | Spring Semester Classes End |
| | 7 | T | Study Day |
| | 8-14 | W-T | Final Examinations for Spring Semester |
| | 10 | F | Founders' Day |
| | 11 | Sa | Spring Accelerated Term 4 Ends |
| | 18 | Sa | Commencement Ceremonies |
| | 20 | M | Summer Session Begins Summer Accelerated Term 5 Begins |
| | 27 | M | Campus Holiday: Memorial Day |
| JULY | 4 | Th | Campus Holiday: Independence Day |
| | 6 | Sa | Summer Accelerated Term 5 Ends |
| | 8 | M | Summer Accelerated Term 6 Begins |
| AUGUST | 24 | Sa | Summer Session Ends Summer Accelerated Term 6 Ends |

UNDERGRADUATE DIVISION

ACADEMIC PRINCIPLES

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.

For Holy Names University students, a liberal arts education includes study in the humanities, the fine and performing arts, and the natural and social sciences, as well as mastering a body of knowledge through intensive study in a major. This curriculum ensures that each student receives an understanding of the natural world, of self and others, of society and cultures, of religion and ethics, of history and the present, of work and creative expression in art, music, drama, literature, philosophy, and mathematics. In addition, each student is expected to be able to understand political and historical processes, be aware of the nature of language and of the process of second language acquisition, understand and apply basic computer skills, judge and choose intelligently among alternatives, and participate ethically with others in our multicultural society.



Photo courtesy of Stephen Woo

ADMISSION POLICIES AND PROCEDURES

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

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

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

First-year applicants include:

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

First-year applicants are considered for admission based on the overall strength of their high school preparation, SAT or ACT scores, extracurricular activities, individual talents and achievements from either a state-accredited high school or the completion of the equivalent of a high school education, and other documentation as requested.

High school preparation should include:

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

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

Three-Year Degree Program

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

Application Procedures

Students applying for admission should submit the following:

1. The completed application for Undergraduate Admission and non-refundable application fee. (Students who think they might be eligible for an application fee waiver should speak with their HNU enrollment counselor.)
2. An official high school transcript showing at least six semesters. A final, official high school transcript is required to verify that remaining credits were completed at a satisfactory level prior to enrollment at the university. The final transcript must include the date of graduation and class rank (if available). Students may not attend classes without verification of the final transcript.
3. Official SAT I or ACT test scores. (Students who have been out of high school for three consecutive years are not required to submit test scores.)

Home Educated Alternative Requirement

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

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

Transfer applicants include:

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

Holy Names University welcomes students of all ages who have had prior collegiate study at regionally accredited institution(s) of higher education and are eager to complete a Baccalaureate degree in a traditional format. To be considered for admission, the student must be in good standing at the last institution attended and must have a minimum 2.2 grade point average in accredited college-level college work attempted. The Registrar's Office compiles official equivalencies for any courses not taken at HNU. All final evaluations of transcripts are completed by the Registrar's Office. Any course identified as remedial is not transferable. Any course identified as a workshop, seminar, practicum, field experience, work experience, continuing education or weekend type coursework will be carefully evaluated by the Registrar to determine transferability. In rare instances, courses from non-accredited institutions may be accepted by the Vice President for Academic Affairs, in consultation with appropriate Department Chairs.

Application Procedures

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

Students applying for admission should submit the following:

1. The completed application for Undergraduate Admission and non-refundable application fee. (Students who think they might be eligible for an application fee waiver should speak with their HNU enrollment counselor.)
2. Official, final transcripts from all colleges and universities attended. All final, official college or university transcript(s) are required to verify that credits were completed at a satisfactory level. Students may not attend classes without verification of the final transcript(s). Failure to submit all final, official transcript(s) from all colleges or universities attended may result in immediate dismissal.

Admission as an International Student

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

Application Procedures

International student applicants are considered for admission on the same basis as domestic first-year or transfer students. Please refer to the previous sections on first-year or transfer admission. Official secondary and/or tertiary school transcripts in the native language and an English translation must be submitted, along with a transcript evaluation fee. The Office of Admissions will arrange for an educational evaluation according to the published guidelines and placement recommendations of Projects in International Education Research (PIER), the American Association of Collegiate Registrars and Admission Officers (AACRAO), and NAFSA Association of International Educators.

English Proficiency

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

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

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

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

Financial Certification for International Students

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

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

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

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

1. Have reached the age of 24 by the start of the term for which they are applying.
2. Have a minimum cumulative grade-point average of 2.2 in at least 60 units of transferable work.
3. Have at least three years of work experience.

Students who have completed some college level coursework but have not met the 60 unit minimum may be eligible for provisional admission to the program.

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

Application Procedures

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

1. A completed application, the required personal statement, and the non-refundable \$50 application fee.
2. Official transcripts from all colleges and universities attended. All final, official transcript(s) are required to verify that remaining credits were completed at a satisfactory level. Students may not attend classes without verification of the final transcript. Failure to submit all final, official transcript(s) from all colleges or universities attended within the first semester of attendance may result in a registration hold.
3. A final, official high school transcript, if fewer than 30 transferable units. The final transcript must include the date of graduation and class rank. Students may not attend classes without verification of the final transcript.
4. One recommendation from an instructor, employer, or mentor.

Admission to the R.N. to Bachelor of Science in Nursing Program

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

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

1. Eligibility for admission to Holy Names University as a transfer student.
2. Completion of an Associate Degree in Nursing or a hospital school of nursing diploma program. The latter must be verified by passage of the NLN exam.
3. Currently licensed as a Registered Nurse in California or eligibility for NCLEX.
4. Prior completion of the following lower-division prerequisite courses:

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

Application Procedures

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

1. A completed Bachelor of Science in Nursing application and the non-refundable \$50 application fee.
2. Official transcripts from all nursing schools, colleges and universities attended. All final, official transcript(s) are required to verify that remaining credits were completed at a satisfactory level. Students may not attend classes without verification of the final transcript(s). Failure to submit all final, official transcript(s) from all colleges or universities attended may result in immediate dismissal.
3. Copy of Registered Nursing license.

Admission to the L.V.N. to Bachelor of Science in Nursing Program

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

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

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

Application Procedures

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

1. A completed Bachelor of Science in Nursing application and the non-refundable \$50 application fee.
2. Official transcripts from all nursing schools, colleges and universities attended. All final, official transcripts are required to verify that remaining credits were completed in a satisfactory level. Students may not attend classes without verification of the final transcript(s). Failure to submit all final, official transcripts from all colleges or universities attended may result in immediate dismissal.
3. Copy of LVN license.
4. Copy of high school transcripts if less than 30 units of transferrable work has been completed.

Admissions Application Materials

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

Notification of Admission to the University

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

Special Admission Programs

Second Bachelor's Degree

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

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

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

Please refer to the Admission as a Transfer 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.

Planning an Academic Program

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

Assessments

To help serve students' academic needs most effectively, all incoming first-year and transfer undergraduate students take the Accuplacer placement exam. Accuplacer is an adaptive online placement exam used to help students assess their skills in math, English and writing. Students should plan for 3 hours when taking this exam although they may not need it. Students receive preliminary scores for all sections immediately after finishing the test. This assessment helps undergraduate students and advisors plan a course of study and identify avenues for support. For information on the test, or to get a study guide, contact the Student Success Center.

Writing Assessment

The Writing Assessment consists of an essay and multiple-choice reading comprehension. Entering students will be enrolled in English courses appropriate for their assessed skill levels. For transfer students, the assessment serves as a guide to planning a course of study designed to suit their educational needs. Transfer students will not be required to enroll in courses for which they have already received equivalent credit.

Mathematics Assessment

The multiple-choice Mathematics Assessment is taken by all students whether or not they intend to enroll in a mathematics course. Students answer questions in math areas ranging from arithmetic to algebra and college-level math. The test results are used as a guide to help students plan their overall course of study. Transfer students will not be required to enroll in courses for which they have already received equivalent credit.

Language Assessment for International Students

A comprehensive English language assessment is conducted for all international students, undergraduate and graduate, whose first language is not English. Students whose proficiency is not sufficient to enroll directly in college-level English courses will enroll in appropriate English as a Second Language classes.

Computer Assessment

Demonstrated computer competency is a requirement for all undergraduate students. Students may meet the requirement by taking CSCI 10A: Computer Operations and the Internet. Entering students who feel they have already mastered this requirement are given an opportunity to take a challenge or waiver examination. In order to receive academic credit, students must complete a Credit by Examination form and pay the associated fee. Students may choose to take the exam as a waiver exam for no fee; no academic credit is earned.

Lower-Division Work (Freshman and Sophomore Years)

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

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

Upper-Division Work (Junior and Senior Years)

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

Academic Advising

The Academic Affairs Office, in consultation with the Division/Department Chairpersons, assigns an academic advisor to each undergraduate student. These faculty advisors work with students to help them plan academic programs that fulfill the graduation requirements for both general education and their majors. Academic advisors are available to assist students in meeting their academic responsibilities; however, every Holy Names University student is expected to be proactive in his/her academic planning. To this end, students are encouraged to get to know their academic advisors and to become familiar with the graduation requirements for both their major and their general education. Together the advisor and student work to design a balanced academic program.

Incoming freshmen and transfer students who are undecided about their major and who have fewer than 30 units are assigned advisors who can assist them with their campus and academic transitional needs. Students who have declared a major are assigned a faculty advisor in their discipline.

Student Academic Planning

Students are responsible for contacting their academic advisors to set up appointments for registering for courses and for making changes to their schedules. Early planning will ensure a proper sequencing of courses and will assist students in completing their degree programs in a timely manner. Students who drop courses, thereby reducing their course load, may require a longer period of time to complete their degrees.

Students pursuing a self-designed or double major are assigned a major advisor for each discipline. Students pursuing a minor are assigned a minor advisor for each discipline.

In addition to helping students complete their major course of study, academic advisors also counsel students regarding academic success, graduate school, and career options. Advisors assist students in finding additional academic and non-academic resources both on and off campus to enhance their educational experience and personal growth. The Division of Student Affairs and Career Services are also instrumental in this process.

Adult Baccalaureate Degree Program

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

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

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

Most courses that meet in the adult **semester** mode meet on alternate evenings or weekends for a total of seven class meetings. There are also classes that meet weekly for 14 weeks plus a final examination. The reason for more meeting times is the content and requirements of a few courses; the time adjustments make attaining the learning of the material more feasible. Check the online schedule of classes carefully for the exact days and times of all your classes. In addition, since there may be fewer class meetings than in traditional semester classes, students should access Blackboard to review the syllabi for their courses and do any pre-assignments in advance of the first class meeting. Syllabi for classes are available electronically at <http://blackboard.hnu.edu> approximately three weeks before the beginning of the class. You must be registered for the course to access the syllabus.

Classes that meet in the adult **term** mode meet weekly for three hour blocks of time, typically week-day evenings 6:30-9:30pm over seven weeks. There is then a one week break and the second seven week term begins. Thus two terms fit into each 15 week semester with one week off at mid-semester.



Orientation

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.

Assessment

Adult students who have not previously completed the HNU English and Math requirements for their programs are required to complete the same language and computer assessments as those in the traditional program. (Please refer to the previous section, Planning an Academic Program.)

Academic Advising

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. While adult learners have the option of taking classes in either the accelerated mode or the traditional semester program, students are given priority registration in courses offered in the program to which they are admitted.

Attendance

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 Adult Baccalaureate Degree program 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 Student Handbook, 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.

ACADEMIC REQUIREMENTS

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

1. Minimum Total Units and Grade Point Average
2. General Education Requirements
3. Requirements of the Major

1. Minimum Total Units and Grade Point Average

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

2. General Education Requirements

All students, regardless of their chosen major, will satisfy a common set of requirements called the "general education" requirements. The general education requirements at Holy Names University are designed to assure that students attain proficiency in the skills that identify an educated person

as well as sufficient breadth of knowledge to appreciate and contribute to a complex and rapidly changing world.

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

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

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

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

I. Foundation in Critical Thinking and Communication

1. Written Communication:

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

2. Oral Communication:

COMM 1 Essentials of Interpersonal Communication and Effective Speaking
For International Students: ESLG 23

3. Mathematical Reasoning

One college-level course beyond Math A/B:
MATH 1 / 2 Precalculus
MATH 11 or 12 Calculus I or II
MATH 7 Mathematical Reasoning
MATH 60 / PSYC 63 / ECON 15 / SOCI 63/105 Statistical Methods

II. 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:

RLST 10/110 Introduction to Scripture: Hebrew Scriptures

RLST 15/115 Introduction to Scripture: New Testament
RLST 20/120(W) Moral Choices in Contemporary Society
RLST 40/140(W) The Human Person
RLST 60/160 Christianity: History and Foundations
RLST 75/175 World Wisdom Traditions

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 ethical issues as explored in these disciplines will assist students in gaining a perspective that is intellectually and socially empowering.

The requirement may be fulfilled by:

ENGL 20/120 Fiction
ENGL 21/121 Poetry
ENGL 22/122(W) Dramatic Literature
PHIL 20/120(W) Moral Choices in Contemporary Society
PHIL 122 Social and Political Thought
PHIL 40/140(W) The Human Person
PHIL 100 Tutorial: the Great Philosophers
PHIL 151 Ethics: The Problem of Friendship

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

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

The requirement may be fulfilled by:

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

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

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

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

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

The requirement may be fulfilled by:

| | |
|---------|----------------------------------|
| BIOL 15 | Human Biology |
| BIOL 1A | Principles of Biological Science |
| BIOL 1B | Principles of Biological Science |

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

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

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

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

The requirement may be fulfilled by:

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

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

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

The requirement may be fulfilled by:

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

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

The requirement may be fulfilled by:

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

| | |
|----------|---|
| SPST 2 | Beginning Spanish II |
| SPST 11 | Introduction to Spanish Language and Culture II |
| LING 145 | Fundamentals of Language |

| | |
|----------|-------------------------|
| LING 147 | Modern American English |
| LING 154 | Sociolinguistics |
| FREN 2 | Elementary French II |

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

III. Interdisciplinary Studies

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

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

The requirement is fulfilled by:

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

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

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

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

2. **Senior Colloquium (3 units)**

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

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

The requirement is fulfilled by:

| | |
|-------------|-------------------|
| ISAC 195(W) | Senior Colloquium |
|-------------|-------------------|

IV. 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. The English Assessment at entrance provides a baseline to track students' progress in developing each of these skills. ENGL 1A and 1B (or ESLG 24A, 24B, and ENGL 1B, for international students) must be completed with minimum grades of C- before a student enrolls in a (W) course. Students are to take minimally three (W) courses during their sophomore, junior, and senior years. All students are required to successfully complete two (W) courses in their major: one entry level course emphasizing the thinking and writing skills for the major, and one culminating course emphasizing the academic or professional discourse models in the major. (W) courses for each term are designated as such in the Schedule of Classes.

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

Summary of General Education Requirements

Foundation in Critical Thinking and Communication:

Written Communication:* ENGL 1A ENGL 1B

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

Oral Communication: COMM 1

* International Students complete ESLG 23

Mathematical Reasoning: One college-level course beyond Math A/B

Choose ONE:

MATH 1 or 2 MATH 11 or 12 MATH 7

MATH 60 / PSYC 63 / ECON 15 / SOCI 63/105

Disciplinary Courses:

1. Religious Studies

Choose ONE:

RLST 10/110 RLST 20/120(W) RLST 75/175

RLST 15/115 RLST 40/140(W) RLST 60/160

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

2. Literature, Philosophy

Choose ONE:

ENGL 20/120 ENGL 22/122(W) PHIL 151 PHIL 20/120(W)

ENGL 21/121 PHIL 40/140(W) PHIL 100 PHIL 122

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

3. Physical Sciences with Lab

Choose ONE:

PHSC 15 CHEM 1A CHEM 7 PHYS 8A

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

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

4. Biological Sciences with Lab

Choose ONE:

BIOL 15 BIOL 1A BIOL 1B

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

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

5. Social Sciences

Choose ONE:

ANTH 5 HIST 17A ECON 1 PSCI 1 PSYC 1 PSYC 30

CRIM 1 HIST 17B ECON 2 PSCI 6 PSYC 1A SOCI 1

6. Fine and Performing Arts

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

7. Foreign Language/Linguistics

Choose ONE:

SPST 2 LING 145 LING 154

SPST 11 LING 147 FREN 2

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

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

Interdisciplinary Studies

All FOUR Integrative Studies Across Cultures courses*:

ISAC 1/101 ISAC 3/103

ISAC 2/102 ISAC 4/104

* Students seeking the BS or the BSN choose only ONE

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

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

Senior Colloquium

ISAC 195(W)

Writing Across the Curriculum

Minimum 3 courses designated as (W) courses

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

Intersegmental General Education Transfer Curriculum (IGETC)

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

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

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

3. The Major Requirements

Declaration of Major

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

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

Majors at Holy Names University

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

| | |
|--|---|
| Accounting (BS) | Multimedia Arts and Communications Studies (BA) |
| Biological Science (BA and BS) | Music (BA and BM) |
| Business (BA) | Philosophy (BA) |
| Criminology (BA) | Psychobiology (BA and BS) |
| English (BA) | Psychology (BA) |
| History (BA) | Religious Studies (BA) |
| Intercultural Peace and Justice (BA) | Sociology (BA) |
| International Relations (BA) | Sport Biology/Kinesiology (BA and BS) |
| Latin American and Latino/a Studies (BA) | |
| Liberal Studies (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 Adult Baccalaureate Degree program are:

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



Self-Designed Majors

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

Related Fields Majors

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

Double Majors

Students who wish to earn a degree with a double major must determine which is the primary major and satisfy the general education requirements for the degree of that major. The other major is considered the secondary major. All prerequisites and requirements for both majors must be met, including a minimum of 24 upper-division units in each major. No more than nine upper-division units may satisfy requirements in both majors. Each term, the specific program of studies must be approved by each of the student's academic advisors.

The Minor

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

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

Holy Names University offers the following minors:

| | | |
|-----------------------|--------------------------|------------------------|
| Art | Digital Art & Web Design | Political Science |
| Biological Science | English | Psychology |
| Business | History | Religious Studies |
| Chemistry | Mathematics | Sociology |
| Communication Studies | Music | Spanish Studies |
| Criminology | Philosophy | United States Cultures |

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

Change of Advisor/Major/Minor/Program

Students decide to change their advisor, 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.

Graduation Requirements in the Major

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

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

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

COURSE INFORMATION

Identification of Courses

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

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

Credit Hours

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

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

Numbering

Courses numbered 1-99 are ranked as lower-division courses (freshman/sophomore level). Courses carrying numbers 100-199 are upper-division level. In courses that are listed as both lower and upper-division (English 20/120), significantly more sophisticated work is expected of those receiv-

ing upper-division credit. Some upper-division level courses (100-199) may be used in Master's as well as in Bachelor's degree programs. Faculty expect more of graduate students enrolled in upper-division classes. Courses scheduled as 10/110 or as 110/210 have syllabi and class assignments commensurate with levels of students enrolled. Graduate-level courses are numbered 200-299, professional education courses are numbered 300-399, and non-degree certificate courses are numbered 400-499.

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 and others under extenuating circumstances. These courses are identified with the numbers 94/194/294/394. The form may be obtained from and filed in the Student Resource Center.

Senior Seminar

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

Internship

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

Special Topics Classes

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

Research

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

Independent Study

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

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

Cycling of Classes

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

Cancellation of Courses

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

UNDERGRADUATE MAJORS

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

ACCOUNTING (See Business)

ANTHROPOLOGY

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

ANTHROPOLOGY COURSES

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

ART

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

MINOR IN DIGITAL ART/WEB DESIGN: (22 units)

This minor requires no traditional programming component, but focuses on art (color and design, drawing, photography) and visual presentation (computer graphics, digital image processing, web site design). It may be pursued by students in any major who are interested in web-based careers and effective visual communication. Students will do a senior project or internship where they apply their classroom knowledge to the real world, thereby gaining experience and marketability.

The Minor

| | |
|-------------|---|
| CSCI 10E | Presentation Software |
| ARTS 13 | Design and Color |
| ARTS 11/111 | Drawing |
| ARTS 115 | Computer Graphics |
| ARTS 117 | Digital Imaging and Animation |
| ARTS 161 | Photography |
| COMM 121 | Introduction to Multimedia and Hypermedia |
| COMM 196W | Senior Project/Internship |

ART COURSES

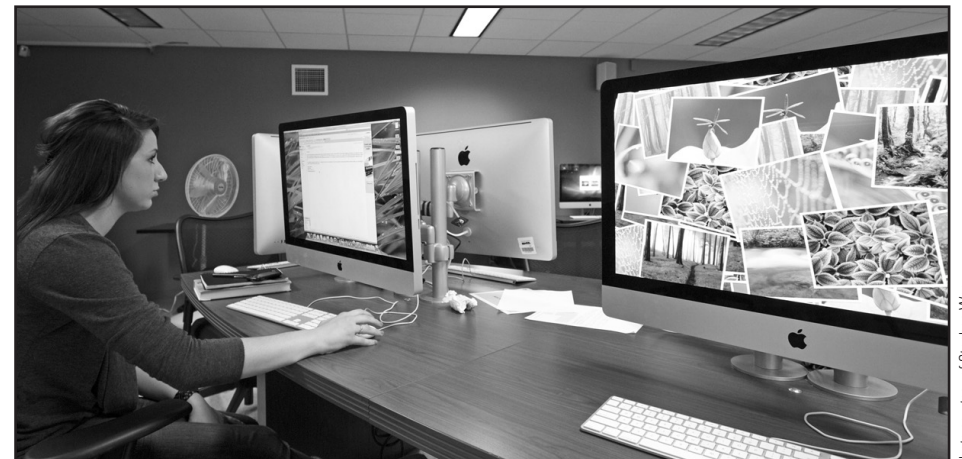
1/101(W). History of Western Art (3). A survey of architecture, painting and sculpture of the Western world from ancient through modern times.

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

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

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

117. Digital Imaging (3). Image manipulation and visual communication by use of such software as Adobe PhotoShop, Illustrator, AfterEffects, Live Motion, Macromedia Flash. Two dimensional animation; production of stand-alone desktop media and web applications. Prerequisite: ARTS 115.



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

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

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

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

134. Advanced Printmaking Workshop (3). An advanced workshop designed for students who have completed an introductory level printmaking course and who wish to develop and concentrate their skills and techniques in a specific area. Prerequisite: ARTS 132 or consent of instructor. May be repeated for credit.

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

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

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

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

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

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

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

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

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

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

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

BIOLOGICAL SCIENCE

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

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

The HNU programs in Biological Science balance in-depth conceptual studies with experience in current research methods. The curricula include courses in genetics, immunology, cell and developmental biology, evolution and ecology, animal behavior, molecular biology, natural history, physiology, comparative vertebrate anatomy, medical microbiology, inorganic and organic chemistry, quantitative and instrumental analysis, biochemistry and metabolism. The fields of evolutionary biology, molecular biology and bioinformatics are integrated within lecture and laboratory classes. Laboratory courses combine individualized instruction and hands-on experiences in laboratories using relevant instrumentation.

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

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

Prerequisites and Entry into the Programs in Biological Science

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 Biological Science. Formal acceptance into either of 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, the Bachelor of Science degree program should be pursued by students desiring careers in research, academia, or health sciences that require a graduate degree, 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 the required courses for the major.

For course requirements for the Bachelor of Arts and the Bachelor of Science in Psychobiology, please refer to the section on Psychobiology in this Catalog. For course requirements for the Bachelor of Arts and the Bachelor of Science in Sport Biology/Kinesiology, please refer to the section on Sport Biology/Kinesiology in this Catalog. Please see Pre-Professional Health Careers in this Catalog for information on course requirements for admission into graduate programs in Medicine, Dentistry, Physical Therapy, Occupational Therapy, Pharmacy, Veterinary Medicine and other health related professions.

Preparation for the Major

| | |
|---------------------------------|--|
| BIOL 1A*, 1B* | Principles of Biological Science with laboratory |
| CHEM 1A*, 1B* | General Chemistry (Inorganic) with laboratory |
| CHEM 18, 18L, 19, 19L | Organic Chemistry I, II with laboratory |
| PHYS 8A, 8B | General Physics I, II with laboratory |
| MATH 60, PSYC 63 or SOCI 63/105 | Statistical Methods |
| MATH 1 | Precalculus |

Highly recommended:

Calculus (MATH 11, 12)
Excel and PowerPoint (CSCI 10C and 10E)

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

BACHELOR OF ARTS IN BIOLOGICAL SCIENCE

Requirements in the Major (23 units)

Core Courses:

| | |
|----------------|---|
| BIOL 115 | Human Physiology (3) |
| BIOL 115L (W) | Exercise Physiology laboratory (2) |
| BIOL 128, 128L | Integrative Biology with laboratory (3,2) |
| BIOL 145, 145L | Medical Microbiology with laboratory (3,2) |
| BIOL 160 | Genetics (3) |
| BIOL 175L | Molecular Biology and Biochemistry laboratory (2) |
| BIOL 192 (W) | Biology Seminar (3) |

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCE

Requirements in the Major (34 units)

The Core courses listed above (23 units), plus 11 units of electives in upper division biology, selected from offerings according to student interest.

THE MINOR

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

BIOLOGICAL SCIENCE COURSES

1A. Principles of Biological Science (4). Introduction to the investigation of life at the 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. (Fall and Spring semesters)

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

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 cell-tissues to organ-systems. This course is designed for Sport Biology majors and students officially enrolled in the HNU/Samuel Merritt Generic Nursing Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Prerequisites: BIOL 1A, BIOL 17, and CHEM 7.

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

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

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

20. Allied Health Microbiology (3). Designed for those entering allied health professions, this course in microbiology will concentrate on the symbiotic relationships of infectious agents and their hosts and include ecological, epidemiological, metabolic, pathogenetic, immunological, and genetic adaptations between agents and their human hosts This course is designed for students officially enrolled in the HNU/Samuel Merritt Generic Nursing Program. If space allows, other interested students may enroll with the permission of the Chair of Mathematics and Science. Prerequisites: BIOL 1A, BIOL 17, and CHEM 7.

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. Laboratory: two 2 hour periods each week. Prerequisites: Concurrent enrollment in BIOL 20 and successful completion of prerequisites for BIOL 20

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

110. Environmental Science (3). A survey of the major ecological relationships of importance to

urban, rural and wilderness areas. Includes study of sustainable development, natural resources, quality of environment, urban dynamics, population studies and conservation. Field work is included as appropriate for demonstrating various principles. Prerequisites: BIOL 1B or BIOL 15 or consent of the instructor.

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

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

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

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

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

120. Natural History of California (3). Study of land forms and life forms found in the state. Lectures will focus on the climate, rocks, soils, plants, and animals from distinctive regions of California. Laboratory time and field trips to Bay Area regional parks will develop an ability to recognize and appreciate locally endangered habitats and wildlife. Lecture, laboratory, and field work. Prerequisites: BIOL 1B or BIOL 15 or consent of the instructor.

124. Physiological Psychology (3). A study of the biological basis 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: BIOL 15 or BIOL 115, or consent of the instructor. (Also offered as PSYC 124.)

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

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

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

140. Immunology (3). Study of the development, physiology, and regulation of vertebrate immune systems as known through major historical and current experimental methods. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B, or consent of instructor.

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

145L. Medical Microbiology Laboratory (2). Laboratory sessions will stress specimen collection, isolation and cultivation techniques, biochemical, molecular, and serological analyses, models of infection, and control of microorganisms. Laboratory: 6 hours. Prerequisite: concurrent enrollment in BIOL 145 or consent of instructor.

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

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

175L. Molecular Biology and Biochemistry Laboratory (2). An introduction to the theory and practice of experimental biochemistry and molecular biology. Laboratory exercises may include bacterial transformation and plasmid DNA purification, cell culture, gene transfer and expression, protein purification and quantification, isolation of DNA and RNA from eukaryotic cells, Southern hybridization, immunoassays, polymerase chain reaction and bioinformatics. Laboratory: 6 hours. Prerequisites: Biology 1A and 1B, Chemistry 1A and 1B, Biology 160 (may be taken concurrently) or consent of instructor.

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. Prerequisites: BIOL 1A and 1B or consent of the instructor.

185. Physiological Chemistry (3). The metabolism of carbohydrates, lipids, proteins (amino acids) and nucleic acids. Emphasis on intermediate reactions and cycles of metabolism during normal and pathological states. Lecture: 3 hours. Prerequisites: BIOL 1A and 1B, CHEM 1A and 1B or 7. (Also offered as CHEM 185.)

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

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

192(W). Biology Seminar (3). An introduction to research methodology, writing and presentation. Questions of conceptual aspects of research, types of experimental design, control of experimental variables and critical analysis of research in biology are explored. Students make and evaluate scientific proposals and presentations and may execute research on questions of their own. Prerequisites: Biological Science major with senior standing in the major and consent of instructor.

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. Prerequisites: Biological Science major with high senior standing in the major and consent of instructor.

195(W). Seminar (3). Sport Biology Undergraduate seminar providing a comprehensive study in select topics in kinesiology research and the relevance of the topics to society. Prerequisite: Sport Biology majors with senior standing in the major and consent of instructor..

196. Internship (1-3, credit/no credit grading). Supervised on-campus and off-campus experiences in scientific laboratories, educational or business settings, or other sites appropriate to specific student career interests. Prerequisites: declared Biological Science major with at least high sophomore status; formal application to and sponsorship by a Biological Science faculty member; completion of BIOL 1A and 1B, and CHEM 1A and 1B, plus consent of instructor. Additional prerequisites for Sport Biology majors: completion of three of the four core sport biology courses (BIOL 115, 115L, 111 & PSYC 174).

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

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

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

BUSINESS

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

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

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

BACHELOR OF ARTS IN BUSINESS

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

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

Preparation for the Major:

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

Students pursuing an International Business concentration must also complete:

| | |
|--------|----------------------------------|
| PSYC 6 | World Politics and Geography (3) |
|--------|----------------------------------|

Students pursuing a Marketing concentration must also complete:

| | |
|--------|--------------------------------|
| PSYC 1 | Fundamentals of Psychology (3) |
|--------|--------------------------------|

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

MAJOR REQUIREMENTS

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

Concentration: Business Communication (31 units)

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

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

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

Concentration: International Business (30 units)

| | |
|-------------|---------------------------------------|
| BSAD 108(W) | Professional Writing (3) |
| BSAD 113(W) | Survey of Global Business (3) |
| BSAD 129 | Business Finance (3) |
| BSAD 151 | Business, Government, and Society (3) |
| BSAD 160 | Principles of Marketing (3) |
| BSAD 195(W) | Strategic Management (3) |
| ECON 152 | Global Perspectives (3) |

| | |
|----------|---|
| PSCI 102 | Contemporary Political Systems (3) |
| PSCI 120 | Dynamics of International Relations (3) |

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

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

Concentration: Management (30 units)

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

Concentration: Marketing (30 units)

| | |
|-------------|---------------------------------------|
| BSAD 105 | Decision Analysis for Business (3) |
| BSAD 108(W) | Professional Writing (3) |
| BSAD 113(W) | Survey of Global Business (3) |
| BSAD 129 | Business Finance (3) |
| BSAD 151 | Business, Government, and Society (3) |
| BSAD 160 | Principles of Marketing (3) |
| BSAD 161 | Consumer Behavior (3) |
| BSAD 165 | Marketing Research (3) |
| BSAD 195(W) | Strategic Management (3) |
| PHIL 156 | Ethics at Work (3) |

Concentration: Sports Management (30 units)

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

MBA COURSE OPTION

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

BACHELOR OF SCIENCE IN ACCOUNTING

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

Preparation for the Major

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

Major Requirements (45 units)

| | |
|-------------|---|
| BSAD 105 | Decision Analysis (3) |
| BSAD 108(W) | Professional Writing (3) |
| BSAD 113(W) | Survey of Global Business (3) |
| BSAD 120A | Intermediate Financial Accounting (4) |
| BSAD 120B | Intermediate Financial Accounting (4) |
| BSAD 122 | Federal Income Tax Accounting (3) |
| BSAD 121 | Advanced Theory in Financial Accounting (4) |
| BSAD 123 | Auditing (3) |
| BSAD 124 | Financial Information Analysis (3) |
| BSAD 129 | Business Finance (3) |
| BSAD 148(W) | Organizational Behavior (3) |
| BSAD 160 | Principles of Marketing (3) |
| BSAD 195(W) | Strategic Management (3) |
| PHIL 156 | Ethics at Work (3) |

THE BUSINESS MINOR

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

THE ACCOUNTING MINOR

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

BUSINESS COURSES

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

12. Introduction to Managerial Accounting (4). The uses of accounting systems and their outputs

in the process of management of an enterprise. Classification of costs and revenue on several bases for various uses; budgeting and standard cost accounting; analyses of relevant costs and other data for decision making. Prerequisite: BSAD 11.

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

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

30. Principles of Management (3). An introductory course providing an overview of the many roles and functions of management in organizations. Topics include: evolution of management; the external environments of business; managers as decision makers, strategists and planners; human resource management; organizational structure and culture; and management of information systems.

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

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

108(W). Professional Writing (3). Writing memos, letters, proposals, reports, and résumés prepares students for the writing demands of any occupation or profession requiring correct, clear, concise prose. (Also offered as ENGL 108(W).)

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

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

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

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

122. Federal Income Tax Accounting (3). Determination of individual and corporation tax liability;

influence of federal taxation on economic activity; tax considerations in business and investment decisions. Prerequisites: BSAD 120A.

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

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

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

129. Business Finance (3). A study of the forms and sources of financing business firms, allocating and controlling capital, evaluating performance, capitalization, expansion and reorganization, securities markets and sources and uses of financial information. Prerequisites: BSAD 12, BSAD 20 and ECON 15 (prior or concurrently).

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

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

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

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

153(W). Organizational Theory (3). This course provides an analysis of contemporary complex organizations and competitive, fast changing environments that are driving them to restructure, downsize, and re-engineer. It investigates how organizations have evolved, how they work, how they are designed, major issues confronting them, and how they can be improved. Several different organizational models are explored in depth. Emphasis is given to leading organizational development, with special attention to culture, conflict resolution, decision-making, communication, power, and organizational responsibility to all stake holders. Prerequisite: ENGL 1B. (Also offered as SOCI 153W.)

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

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

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

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

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

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

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

ECONOMICS COURSES

1. Principles of Economics (Macro) (3). An introduction to the principles and tools of economic analysis with emphasis on national incomes, employment, money and banking, business fluctuations, and economic growth.

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

15. Statistical Methods (3). Methods of analyzing quantitative economic data, including the use and interpretation of frequency tables and graphical representation, measures of central tendency and variability, probability, sampling theory, and hypothesis testing. Prerequisites: MATH A or B with grade of C- or better (Also offered as PSYC 63 and SOCI 63/105).

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

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

152(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. (Also offered as SOCI 102(W).)

CAREER & LIFE PLANNING

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

CAREER & LIFE PLANNING COURSES

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

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

191. Educational Leadership: Theory and Practice (1). This course serves as training for students interested in participating as Peer Mentors for the Connections Project First Year Experience Program. The course provides a foundation in theories of leadership, transition, and student development and introduces students to the mission and core values of the University. The course is open to any student. Those who are selected to serve as Peer Mentors will have the opportunity to apply what they have learned in CALP 191 in a practicum setting in CALP 192.

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

195. Mother Marie Rose Seminar in Social Justice (1. Credit/No Credit). This seminar is a corequisite for participation in community service trips such as the spring break trip to Tutwiler, Mississippi. May be repeated for credit with instructor's permission.

196/296. Career Exploration: Internships (1-3). Through internships in business or community service settings, students will have opportunities to explore areas of career interest, gain practical work experience, and begin building a network of potential colleagues and employers. Highly recommended for students in all majors.

CHEMISTRY

For non-BS Majors in Biological Science, a minor in Chemistry consists of CHEM 1A and 1B, plus at least 11 other units in chemistry, including at least one laboratory course.

CHEMISTRY COURSES

1A. General Chemistry and Qualitative Analysis (5). Fundamental principles of chemistry, with laboratory work emphasizing qualitative methods of analysis. Gases, stoichiometry, chemical bond-

ing, thermochemistry. Lecture: 3 hours. Laboratory: 6 hours. Prerequisites: high school chemistry or satisfactory performance on the chemistry assessment, and placement into MATH 1/MATH 7/Statistics level on the mathematical assessment test, or Credit in MATH A.

1B. General Chemistry and Quantitative Analysis (5). Fundamental principles of chemistry, with laboratory work emphasizing quantitative methods of analysis. Ionic solutions, acids and bases, solubility, equilibrium, kinetics, electric cells, and nuclear chemistry. Lecture: 3 hours. Laboratory: 6 hours. Prerequisite: CHEM 1A with a grade of C- or better.

7. Introductory Chemistry for Health Science (4). An introduction to topics in inorganic, organic and biological chemistry for students enrolled in the Sport Biology or HNU/Samuel Merritt Generic Nursing Program. If space allows, other interested students may enroll, provided they have fulfilled the prerequisites and have the permission of the Chair of Mathematics and Science. Prerequisite: MATH A or placement into MATH 1/MATH 7/Statistics level on the mathematical assessment test. Lecture: 3 hours. Laboratory: 3 hours.

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

18L. Laboratory Techniques of Organic Chemistry I (1). Laboratory work introduces basic techniques and procedures used in laboratory synthesis. Laboratory: 4 hours. Prerequisite: CHEM 18 completed or in progress.

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

19L. Laboratory Techniques of Organic Chemistry II (1). Microscale laboratory work includes multistep synthesis and identification of representative organic structures. Laboratory: 4 hours per week. Prerequisites: CHEM 18L with a grade of C- or better, CHEM 19 completed or in progress.

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

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

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

COMMUNICATION STUDIES

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

Learning effective communication skills for use before various audiences has consequently become an essential requirement for any HNU undergraduate. For the student who wants to refine these

skills, advanced courses in debate, persuasion, negotiation, management and intercultural communication, and visual and electronic presentation provide solid professional preparation.

The Communication Studies discipline offers training in written, spoken, and visual communications through a carefully selected group of interdisciplinary courses. Classes in graphical presentation, computer-assisted design, writing, and the dynamics of group processes support the advanced speech courses. Over the past few years, numerous Communication Studies students have participated in many 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 by focusing on communication topics. Communication Studies offers graduates invaluable preparation for careers in business management, public relations, media, advertising, teaching, and law.

The university offers a minor in Communication Studies. Students may opt to combine Communication Studies with another discipline in a related-fields or self-designed major.

MULTIMEDIA ARTS AND COMMUNICATION STUDIES

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

Preparation for the Major (10 units total):

| | |
|----------|---|
| ARTS 11 | Fundamentals of Drawing (3) |
| ARTS 13 | Graphic Design and Color (3) |
| ARTS 1 | History of Western Art (or Equivalent by Advisor Approval) (3) |
| COMM 1 | Essential of Interpersonal Communication and Effective Speaking (3) |
| CSCI 10E | Presentation Software (1) |

Major Requirements (30 units total):

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

Plus two courses selected from:

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

THE COMMUNICATION STUDIES MINOR (21 units)

In addition to Preparatory courses ARTS 13, COMM 1 and CSCI 10E students must take the following courses:

- ARTS 115 Computer Graphics (3)
- COMM 101 Organizational Communication (3)
- ENGL 108W Professional Writing (3)
- COMM 110 Presentation Strategies (3)
- COMM 121 Introduction to Multimedia and Hypermedia (3)
- COMM 143 Group Processes and Communication (3)
- COMM 196 Senior Internship (1-3)

Student may substitute COMM 197, Special Topics, for one course with advisor's permission.

COMMUNICATION STUDIES COURSES

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

101. Organizational Communication (3). This course concentrates on communication processes and problems in the workplace. Learning and practicing the essential components of interviewing, negotiating, resolving conflicts and developing formal proposal presentations includes both individual and collaborative assignments.

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.

121. Introduction to Multimedia and Hypermedia (3). Evaluation of existing multimedia and hypermedia materials; the design, implementation and evaluation of projects in multimedia and hypermedia, including web page authoring and development of online tools. Prerequisite: CSCI 10E or consent of instructor.

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.

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 climate, intergroup influence. Limited enrollment. (Also offered as PSYC 143, SOCI 143.)

196. Senior Internship (1-3). Supervised work experience in industry, business, non-profit, and/or community agencies or mass media.

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

COMPUTER SYSTEMS

The University offers the following one-unit courses. CSCI 10A, Computer Operations and the Internet, is to be taken before the other courses that are listed. CSCI 10A is a general education requirement and CSCI 10C is required of all Business majors. Both CSCI 10A and 10C may be

waived by examination. Please see the Academic Calendar for the dates and times of these examinations and see the HNU website for information on the contents of these examinations.

COMPUTER SYSTEMS COURSES

10A. Computer Operations and Internet (1). Operating system basics, file manipulation, the Internet, and search engines.

10B. Word Processing (1). Basics of word processing; advanced features such as styles, tables, and simple graphics.

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

10D. Databases (1). Use of a database to create, search, modify and arrange information. Querying, formatting, and printing reports. Prerequisite: CSCI 10C or consent of the instructor.

10E. Presentation Software (1). Use of software for effective presentation and communication of information. Prerequisites: CSCI 10A.

11. Advanced Spreadsheets (1). Solving complex business problems using advanced spreadsheet techniques. The class will cover formulas, functions, what-if analysis, pivot tables, and an overview of programming in Excel. Prerequisites: CSCI 10A and CSCI 10C.

CRIMINOLOGY

Criminology studies the etiology, prevention, control, and treatment of crime and criminal behavior. Traditionally this field of study has been closely aligned with the discipline of sociology, and the focus has been 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. It consists of a combination of sociology and psychology coursework, as well as several courses dealing specifically with the subject of crime and criminal justice. The major has a requirement of 30 upper-division units, plus an additional 12 units of preparation. These courses are designed to give the students a broad overview of the criminal justice system and an array of theoretical perspectives and methodological approaches to the study of crime and constructive intervention to criminal behavior. Within the major, students may pursue a forensic psychology concentration, which provides a greater emphasis on psychology coursework, or a more generalist program, which substitutes more sociology coursework. The Criminology major prepares students for work in the specific areas of law enforcement or probations, juvenile justice, the courts, corrections, or victimology, as well as graduate work in sociology, forensic and counseling psychology, social work, and the law. In keeping with 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.

The goals of this program are (1) to promote a greater understanding of crime and criminal behavior within the United States and cross culturally, including the relevant empirical studies of these issues; (2) to develop the skills needed to think critically about crime, criminal behavior, and the criminal justice system; (3) to have students think about the relationship of social justice to criminal justice; (4) to enhance skills in oral and written communication; and (5) to learn to apply criminological knowledge and skills in the community, public service, work and/or advanced study.

In order to assess these goals, students majoring in criminology 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 CRIM 196 Internship Paper; and two other critical review essays

done in any upper-division courses for the major. 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.

Preparation for the Major

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

Requirements for the Major (31 upper-division units)

| | |
|-------------|---|
| SOCI 108(W) | Field Methods |
| CRIM 120 | The Criminal Justice System |
| CRIM 135 | Juvenile Delinquency & Juvenile Justice |
| CRIM 163 | Theoretical Images of Deviance and Social Control |
| CRIM 196 | Internship in Criminology |

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

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

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

| | |
|----------|------------------------------|
| SOC 160 | The City |
| SOC 162 | Contemporary Social Problems |
| SOCI 165 | Racial and Ethnic Issues |
| SOCI 169 | Power and Powerlessness |

THE MINOR (21 UNITS)

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

CRIMINOLOGY COURSES

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

120. The Criminal Justice System (3). 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. This course relies heavily on practitioners within the system to come in as guest speakers.

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. Explores the social, historical and legal context within which delinquency and juvenile justice occur.

163. Theoretical Images of Crime, Deviance and Social Control (3). This course provides a detailed overview of ten major theoretical traditions for understanding crime and deviance, as well as the policy implications and social control methods recommended by each theoretical perspective. Some attention will be given to empirical studies to see how well the theories meet the test of material reality. (Also offered as SOCI 163)

196. Internship in Criminology (1-3). This course enables competent students to do an internship at a site dealing with criminal justice issues. Possible site locations include law enforcement and probation offices, juvenile justice and victimology organizations, or court and other legal settings.

See Psychology and Sociology for additional course listings.

ECONOMICS (see Business)

ENGLISH

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

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

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

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

Honors Study

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

Preparation for the Major

| | |
|------------|--------------------------|
| ENGL 40(W) | Approaches to Literature |
|------------|--------------------------|

Plus one course selected from:

| | |
|------------|---------------------|
| ENGL 20 | Fiction |
| ENGL 21 | Poetry |
| ENGL 22(W) | Dramatic Literature |

Major Requirements (24 upper-division units)

| | |
|-------------|-----------------------------------|
| ENGL 114(W) | Shakespeare |
| ENGL 130 | 19th Century American Literature |
| ENGL 131 | 20th Century American Literature |
| ENGL 146 | Major British Writers before 1800 |

| | |
|-------------|---------------------------------------|
| ENGL 147 | Major British Writers after 1800 |
| ENGL 151 | Children's Literature |
| ENGL 175 | Literature in Translation |
| or ENGL 148 | Selected Topics in British Literature |
| or ENGL 160 | Tutorial Projects in English |

Plus one course selected from:

| | |
|-------------|-------------------------|
| ENGL 108(W) | Professional Writing |
| ENGL 116 | Modern American English |

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

ENGLISH MAJOR WITH A FOCUS IN COMPARATIVE LITERATURE

This option is designed to provide more flexibility within the English major for students interested in Comparative Literature, whose theory and technique are included in English 40(W), Approaches to Literature. It allows English majors proficient in Spanish to broaden their study of literature by including courses in literature written in this language.

Preparation for the Major

| | |
|------------|--------------------------|
| ENGL 40(W) | Approaches to Literature |
|------------|--------------------------|

Plus one course selected from:

| | |
|------------|---------------------|
| ENGL 20 | Fiction |
| ENGL 21 | Poetry |
| ENGL 22(W) | Dramatic Literature |

Major Requirements (24 upper-division units)

| | |
|-------------|-----------------------------------|
| ENGL 114(W) | Shakespeare |
| ENGL 146 | Major British Writers before 1800 |
| ENGL 147 | Major British Writers after 1800 |

Plus one course selected from:

| | |
|----------|----------------------------------|
| ENGL 130 | 19th Century American Literature |
| ENGL 131 | 20th Century American Literature |

Plus a minimum of one additional upper-division English course, and three upper-division courses in literature written in Spanish. (ENGL 175 may substitute for one of the three if the readings are done in the original language.)

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

THE MINOR

Two courses selected from:

| | |
|------------|--------------------------|
| ENGL 20 | Fiction |
| ENGL 21 | Poetry |
| ENGL 22(W) | Dramatic Literature |
| ENGL 40(W) | Approaches to Literature |

Four courses (12 units) selected from:

| | |
|-----------|----------------------------------|
| ENGL 114W | Shakespeare |
| ENGL 130 | 19th Century American Literature |
| ENGL 131 | 20th Century American Literature |

| | |
|----------|-----------------------------------|
| ENGL 146 | Major British Writers before 1800 |
| ENGL 147 | Major British Writers after 1800 |

Electives for a total of 21 units.

ENGLISH COURSES

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

A. Writing Workshop (3, Credit/No Credit only). Special work in basic essay writing, emphasizing competence in the mechanics of standard, edited English. The student has two terms to complete the course; credit is given upon completion. A student who is recorded as "In Progress" (IP) at the end of the first term is required to continue and complete the course in the subsequent term.

1A/11A. Critical Reading and Writing I (3). An intensive introduction to critical reading and writing in which students analyze various kinds of prose and write expository essays discussing the ideas and attitudes presented in them. Students read a culturally diverse selection of fiction and non-fiction prose and are guided in developing their ability to argue their theories and interpretations in clear, concise prose. Prerequisite: passage of English assessment or ENGL A. Must be completed with a grade of C- or better.

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

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

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

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

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

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

40/140(W). Approaches to Literature (3). An introduction to literary study for English majors, combining various critical approaches with practice in the analysis of selected literary texts. Prerequisite: English 1B or consent of instructor.

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

108(W). Professional Writing (3). An advanced writing course designed to help students prepare for the writing done in various professional occupations. The class helps the writer vary style and

tone for different audiences and utilizes small group discussion and peer editing to improve critical thinking and writing skills. Many of the assignments are related to “real-world” writing situations such as formal and informal reports, statements of purpose, memos, profiles, résumés, and proposals. For Liberal Studies and English majors, this course satisfies the requirement for an upper-division writing class. (Also offered as BSAD 108(W).)

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

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

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

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

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

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



Photo courtesy of Stephen Woo

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

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

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

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

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

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

ENGLISH AS A SECOND LANGUAGE

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

ENGLISH AS A SECOND LANGUAGE COURSES

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

5L. Laboratory Practice (1). Three hours weekly of directed study in the Language and Learning Center emphasizing fluency and geared to the needs of the individual student. Strongly recommended for all students in ESLG 5, 6.

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

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

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

23/25. Techniques of Communicative Interaction (3,3). Designed to prepare the student to participate in academic discussions and in classroom interactions and to gain experience in informal and formal speaking skills. Prerequisite: Concurrent enrollment in ESLG 24A or 24B, or consent of instructor. Second term may be taken only with the consent of the instructor.

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

FRENCH

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

FRENCH COURSES

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

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

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

4. Intermediate French II (1-3). Continuing grammar review, oral work, and expansion of composition skills. Discussion of literary and cultural readings, several short books, and a play. (Prerequisite: FREN 3.)

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

HISTORY

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

At HNU, History offers a variety of current methodologies, including the impact of the linguistic revolution on intellectual history, and the fusion of gender studies with cultural, social, and anthropological history. The major includes area studies of Asia and the Pacific, Europe, and Latin and

Central America. Students also study the diverse cultures which have contributed to the development of the United States. The major culminates in a required senior seminar in historiography and historical methodology over the centuries.

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

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

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

Preparation for the Major

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

Major Requirements (24 upper-division units)

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

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

Latin America:

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

United States:

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

Multicultural:

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

HISTORY COURSES

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

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

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

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.

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

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

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

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

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

170. United States: Social and Cultural History (3). This course is designed to assist the student to gain historical sense of the cultural threads which make up the variegated fabric of American society. It addresses reform movements, religion, immigration, ethnicity, gender, and the media. Consideration of broader theoretical issues, including models of cultural interaction and change provide the student with analytical tools necessary for an in-depth understanding of the course range. Prerequisites: HIST 17A or 17B or equivalent.

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. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as SOCI 172.)

174. Asian American Communities and Experiences (3). An introduction to the culturally diverse experiences of the various Asian American communities in the United States. Includes an analysis of the immigrant experience and contemporary issues of race, class and gender by utilizing fiction and non-fiction works by Asian American authors. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as SOCI 174.)

177. Latino Communities and Experiences (3). An introduction to the diverse experience of Latinos in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and non-fiction by Latino/Hispanic authors, as well as other sources of information about Latino history and culture. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as SOCI 177.)

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. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as SOCI 179.)

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

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

196. Internships (1-3).

INTEGRATIVE STUDIES ACROSS CULTURES

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

INTEGRATIVE STUDIES ACROSS CULTURES COURSES

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

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

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

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

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

INTERCULTURAL PEACE AND JUSTICE STUDIES

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

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

Preparation for the Major

| | | |
|----|--------------|---|
| | IPJS 001 | Introduction to Intercultural Peace and Justice Studies |
| | PSCI 001 | Introduction to Political Science |
| or | SOCI 001 | Introduction to Sociology |
| | PHIL 002 | Logic |
| | RLST 020 (W) | Moral Choices |

Major Requirements (27 upper-division units):

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

To meet the 27 upper division unit requirement, students may select from other relevant 3 unit courses, such as BIOL 110 Environmental Science, BIOL 120 Natural History of California, BSAD 151 Business, Government, and Society, HIST 172 African American Experiences, HIST 174 Asian American Experiences, HIST 177 Latino American Experiences, HIST 179 Indigenous Experiences, LALS 128B Latin American Poetry of Resistance, LALS 178 History and Culture of El Salvador, PHIL 156 Ethics at Work, RLST 75 World Wisdom Traditions, SOCI 147 Gender Issues. Moreover, if a specific "concentration" (e.g. in the environment) is desired, some of these classes may be substituted for the above with the advisor's approval.

THE MINOR

Minor Requirements (21 units):

The minor must include:

| | |
|----------|---|
| IPJS 001 | Introduction to Peace and Justice Studies |
| IPJS 195 | Capstone Course |

INTERCULTURAL PEACE AND JUSTICE STUDIES COURSES

1. Introduction to Peace and Justice Studies (3). This course will examine the different understandings and traditions behind the concepts of peace and justice, as well as the movements which have sought to embody and enact those concepts. (Also offered UD as IPJS 101.)

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

INTERNATIONAL RELATIONS

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

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

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

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

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

Preparation for the Major

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

Proficiency in a second language highly recommended

The Major (30 upper-division units):

Required (18 units):

| | | |
|----|---------------|--|
| | HIST 185(W) | Diplomacy and Foreign Policy: U.S. and World |
| | PHIL/RLST 122 | Religion, Philosophy and Human Rights |
| or | COMM 122 | Conflict and Mediation |

| | |
|-------------|-------------------------------------|
| PSCI 102(W) | Comparative Political Systems |
| PSCI 114 | Comparative Revolutions |
| PSCI 120 | Dynamics of International Relations |
| SOCI 102(W) | The Global Perspective |

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

Asia:

| | |
|----------|---|
| HIST 165 | History of Contemporary China and Japan |
| HIST 169 | Cultural History of Asia |

Europe:

| | |
|----------|--------------------------------|
| HIST 124 | History of Contemporary Europe |
|----------|--------------------------------|

Latin America:

| | |
|----------|------------------------------|
| HIST 160 | Contemporary Latin America |
| HIST 162 | Contemporary Central America |

United States:

| | |
|-------------|---|
| HIST 170 | U.S. Social and Cultural History |
| or HIST 179 | U.S. Cultural Experiences: Special Topics |

International Business (3 units selected from the following):

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

Highly Recommended Courses

| | |
|----------|-------------------------|
| PSCI 169 | Power and Powerlessness |
| PSCI 196 | Internship |

LATIN

The study of a classical language remains a vital part of an education in the liberal arts. In response to student requests, courses may be offered for those who wish to begin or continue the study of Latin language and literature.



LATIN COURSES

1. Introduction to Latin (3). An introduction to the treasures of the Latin language and literature for adult learners with no prior training in Latin. Fundamentals of Latin grammar will be studied with the aim of mastering basic decoding skills and reflecting on linguistic structures in general. Vocabulary and phraseology will be studied with an eye to the continued presence of Latin in living language and literature. Prerequisites: curiositas, studium, amor verborum.

101. Latin Literature (3). Reading and interpretation of selected texts from literature written in Latin. Continued study of fundamentals of Latin grammar, while practicing and reflecting on the art of translation. Prerequisite: Latin I or equivalent.

LATIN AMERICAN AND LATINO/A STUDIES

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

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

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

Preparation for the Major (12 units):

4 semesters of Spanish language or equivalent proficiency

Requirements for the Major (30 upper division units):

24 units in the following courses:

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

Plus six units chosen from the following courses:

| | |
|---------------------|---|
| LALS 126 | Indigenous Sacred Ways |
| LALS 175/ENGL 175 | Studies in Latin American Literature in translation (Topics change and it is offered in English) |
| LALS 177/RLST 177 | (Immersion Field Trip to Oaxaca, Mexico) |
| LALS 178/RLST 178 | (Immersion Field Trip to El Salvador) |
| RLST/PHIL 140W | Human Person (Intercultural Perspectives) |
| RLST 122 | Religion, Philosophy and Human Rights |
| RLST 165C | Liberation Theology |
| LALS 107W/ENGL 107W | Creative Writing in Spanish or English |
| Internship | |

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

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

Note: All classes, with exception of SPST 10W, are taught in English. Students may write papers in Spanish or English.

THE MINOR

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

LATIN AMERICAN AND LATINO/A STUDIES COURSES

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

115. Latin American Art and Music Experience (3). In this course, students learn about Latin American artistic expression from Pre-Columbian times to the present. The class looks at areas of creative expression in architecture, visual arts, and music. Today, Latin American Art is highly regarded internationally whether it is the so-called “Naïve Art” from Haiti or the parody and political commentary in the paintings of Colombian Fernando Botero. Whether following European patterns, African rhythms, Indigenous sounds or a symbiosis of all three, Latin music is one of the major contributions that Latin American has given to the world. During the course of the semester, students will experience Latin American arts and music through lectures, visits to art exhibits, concerts, and other events.

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

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

128A,B,C. Literature of Latin America (3,3,3). A: Narrative: the novel and/or the short story; B: Poetry; C: Drama, film, and/or the essay. May be repeated with different topic.

175. Studies in Latin American Literature (3). (Taught in English) Course focuses on a period, genre, or theme in Spanish or Latin American literature. May be taken for credit in English or Spanish. When taken for Spanish credit, all reading and writing is done in Spanish. (Also offered as ENGL 175.)

177. History and Culture of Oaxaca (3). This course is the introductory part of the field trip immersion in Oaxaca, Mexico. The two other components are RLST 177 and the actual field trip. This course studies the economical, social, and political issues of Oaxaca, in addition to its rich culture and the environment. As part of the trip, students stay in a Mixtec indigenous community. RLST 177 should be taken in the same academic year.

178. History and Culture of El Salvador (3). This course is the introductory part of a field trip immersion in El Salvador. The two other components are RLST 178 and the actual field trip. This course studies the economical, social, and political problems of El Salvador before and after the civil war, in addition to its culture and the development of strong grass roots organizations. As part of the field trip, students stay in an organized peasant community in the countryside. RLST 178 should be taken in the same academic year.

Please see section of Spanish Studies for additional Spanish language classes.

LIBERAL STUDIES

See also Education (Multiple Subject).

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

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

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

Option II: (Child Development) is a program that prepares students for a professional career working with very young children in a preschool or day care setting.

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

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

Option I: Multiple Subject Teaching Emphasis

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

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

coursework for the Multiple Subject Credential in the HNU Education Department while still completing their undergraduate degree. With approval of the Liberal Studies advisor and the Graduate Department of Education, they may also fulfill up to six graduate units in Education that can count toward the M. Ed. Degree.

Assessment of all students will be accomplished in an ongoing manner as students take the HNU English and Mathematics Assessments 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 Coordinator and Advisors of the Liberal Studies Program. The Portfolio will be reviewed for content, demonstration of written communication skills, integrated knowledge, and successful completion of a paper/project from the Senior Colloquium. Requirements for the Portfolio and senior assessment are explained in greater detail in the Liberal Studies Handbook, available from the student's advisor.

Option II: Child Development Emphasis

The Child Development option prepares students to work professionally with young children in day care or pre-school settings. To give them the skills and knowledge they will need to interact effectively with children and families, students take a wide range of courses across academic divisions at the Foundation and Advanced levels. Because of the educational focus of early childhood programs, their program will include the same pre-professional courses (marked with an *) and the same assessment pattern as Option I students. Their Upper Division coursework will have a greater emphasis on the psychological background and social dynamics of child development than in the other two options. At some point before their final year, students will participate in an appropriate internship or other field experience, and should work with Career Services staff to explore career and post-baccalaureate study options. In their final year of study, students will present an integrative Portfolio of their college work, and will meet with advisors to assess their readiness for future work and study.

Option III: Liberal Arts Emphasis

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

The Liberal Studies Curriculum consists of:

I. Foundation Courses

These courses also satisfy General Education requirements of the University.

A. Arts of Language:

ENGL 1A

ENGL 1B

COMM 1

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

B. Arts of Thinking:

MATH 7**

CSCI at level 1 competency: EDUC 353B**

PHIL 2

C. Disciplinary Studies:

1. Human Sciences

HIST 17A or PSCI I (the Constitution requirement for prospective California teachers)**

HIST 17B

PSYC 1 or 1A

2. Natural Sciences:

BIOL 15 and PHSC 15

3. Humanities

PHIL/RLST 40(W) or PHIL/RLST 20(W)

4. Fine and Performing Arts (3 units)

One course in Art, Music, or Drama

D. Interdisciplinary Studies

ISAC 1/101

ISAC 2/102

ISAC 3/103

ISAC 4/104

E. Health and Physical Education/Career Exploration:

PHED for Educators: PHED 110*

HLTH for Educators: EDUC 393A*

LBST 10 (may be waived for students who already have significant classroom experience)*

II. Advanced Courses

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

A. Arts of Language

1. One course in writing

ENGL 107(W) or 108(W)

2. One course in literature

ENGL 114, 120-122, 130,131, or 151

3. One course in linguistics

LING 145**

B. Arts of Thinking

MATH 151**

C. Disciplinary Studies:

1. Human Sciences (*Options I and III*)

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

HIST 172-179

SOCI 102(W), 130, 165, or 169 b.

EDUC 100

b. One course in Psychology /Human Development:

PSYC 130, 132, or 134

- c. One course in History or Geography:
HIST 183**

Human Sciences (*Option II only*)

- a. One course dealing with Ethnic Experience, chosen from:
HIST 172-179
 - b. Three courses in Human Development, chosen from:
PSYC 130, 132, 134 or 120
 - c. One course in Social Dynamics, chosen from:
SOCI 130, 147, 165 or 169
2. Natural Sciences
- a. One course in Life Science, chosen from:
BIOL 1B, 100, 110, 120, or 190/197
 - b. One course in Physical Science, chosen from:
PHSC 110 or 190/197
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)

Each student will complete an appropriate, culminating project in either the Concentration or in the Senior Colloquium which incorporates the internship experience.

E. Career Exploration/Field Experience:

LBST 110*

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

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

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

III. Concentration

(12 units in one area of study or a full academic minor with a minimum of 21 units). No more than one course may fulfill the requirement for both an Advanced Course and the Concentration. Semester students may choose a concentration in one of these fields of study: Biological Science, General Science, History, Humanities in World Cultures, Language Arts, Latin American and Latino/a Studies, Literature, Mathematics, Music, Social Science, Teaching English as a Second Language, U.S. Cultures, or Values Inquiry and Moral Reasoning. 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 Coordinator. Child Development majors (Option II) may self-design a concentration to meet their career goals. In some cases coursework taken at a community college in Early Childhood Education may be used for this concentration, with two lower division 3 unit courses generally equating to one upper division course. The concentration requirement may also be satisfied by a Certificate in an area of early childhood education achieved in a community college program.

Adult learners may choose a concentration in one of these fields of study: History, Humanities in World Cultures, Language Arts, Literature, and Values Inquiry and Moral Reasoning. Adult learners who are able to take courses in the traditional program may be able to choose other concentrations or may wish to design their own concentrations with the advice and consent of the academic advisor and approval of the Liberal Studies Coordinator. A student in the Adult Baccalaureate Program majoring in Liberal Studies should expect to take some classes (especially math and science) in the 14 week semester mode. No more than one course may fulfill the requirement for both an Advanced Course and the Concentration.

and approval of the Liberal Studies Coordinator. A student in the Adult Baccalaureate Program majoring in Liberal Studies should expect to take some classes (especially math and science) in the 14 week semester mode. No more than one course may fulfill the requirement for both an Advanced Course and the Concentration.

LIBERAL STUDIES COURSES

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

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

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

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

LINGUISTICS

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

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

LINGUISTICS COURSES

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

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

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.

MATHEMATICS

Currently the coursework in mathematics supports the general education requirements, the minor in mathematics, the mathematics concentration in the Liberal Studies major, and a variety of other majors in the University.

THE MATHEMATICS MINOR

To earn a minor in mathematics, the student must complete 21 units of mathematics courses at or above the general education level. At most 4 units of Precalculus may be applied towards the mathematics minor.

WORKSHOPS

At HNU, workshop courses are designed to help entering students develop their mathematical skills to a level that would allow them to successfully complete university-level general education classes. These workshops serve students who do not achieve a sufficiently high score on the mathematics assessment test or who need a review prior to college-level mathematics. Workshop courses are only offered under the credit/no credit grading option, to afford students the opportunity to build their skills before being formally graded. Students are expected to complete each workshop within one term and, with rare exception, two terms.

A. Algebra 2 Workshop (3, Credit/No Credit). Special work in Intermediate Algebra for students who need review or who do not achieve a sufficiently high score on the mathematics assessment test. Students who complete the course with a grade of C- or better receive CR (credit). Students who do not successfully complete this course the first time earn an IP (in progress) grade and must repeat the course in the next semester. The course may only be taken a third time with special permission of the Assistant Academic Dean.

C. Algebra 1 Workshop (3, Credit/No Credit) Special work in Algebra 1. Special work in arithmetic and Beginning Algebra for students who place into the Algebra 1 level on the mathematics assessment test. Units do not apply toward graduation. Students may be required to have tutoring in the Student Success Center. Students who complete the course with a grade of C- or better receive CR (credit). Students who do not successfully complete this course the first time earn an IP (in progress) grade and must repeat the course in the next semester. The course may only be taken a third time with special permission of the Assistant Academic Dean.

R. Refresher Mathematics Workshop (3, Credit/No Credit). Special work in arithmetic for students who place into the arithmetic level on the mathematics assessment test. Units do not apply toward graduation. Students are required to have tutoring in the Student Success Center. Students who complete the course with a grade of C- or better receive CR (credit). Students who do not successfully complete this course the first time earn an IP (in progress) grade and must repeat the course in the next semester. The course may only be taken a third time with special permission of the Assistant Academic Dean. Students earning a grade of CR in Math R have the option of retaking the mathematics assessment exam and, if they receive a sufficiently high score, placing directly into Math A.

MATHEMATICS COURSES

1. Precalculus (4). Functional and modeling approach to the algebra and trigonometry essential for calculus. Polynomial, rational, trigonometric, exponential, logarithmic functions and their graphs; numerical trigonometry; trigonometric identities and equations. Prerequisite: Credit in MATH A or placement above MATH A on the mathematics assessment test.

2. Precalculus (3 in Adult Baccalaureate Degree program). Functional approach to the algebra essential for calculus. Polynomial, rational, and exponential functions and their graphs. Prerequisite: Credit in MATH A or placement above MATH A on the mathematics assessment test.

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: Credit in MATH A or placement above MATH A on the mathematics assessment test.

11. Calculus I (4). Differential Calculus. Limits of functions, continuity, derivatives and antiderivatives of algebraic, exponential, logarithmic, and trigonometric functions, higher order derivatives rules of differentiation, simple differential equations and slope fields, applications of derivatives, applications to science and economics. Prerequisite: MATH 1 or passage of mathematics assessment test at a sufficient level.

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

13. Calculus III (4). Multivariate Calculus. Vectors, vector-valued functions, partial differentiation, multiple integration and applications, line and surface integrals; the differential and directional derivatives. Prerequisite: MATH 12 with a grade of C- or better, or score of at least 3 on a Calculus AP exam.

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

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

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

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

151. Mathematics for Elementary 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 7 with a grade of C- or better.

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

155. Logic and Problem Solving (3). Thinking about thinking; introductory symbolic logic; axiomatization and deductive systems; nature and methods of proof—induction, analogy, plausible reasoning, wishful thinking and good guessing—their place in a hypothetical-deductive science. Also appropriate for non-mathematics majors. Prerequisite: MATH 1 with a grade of C- or better.

MULTIMEDIA ARTS AND COMMUNICATION STUDIES (see Communication Studies)

MUSIC

At Holy Names University, the Music Department's goal is to offer its students professional-caliber musical preparation together with a liberal arts education. Rigorous coursework and performance studies go hand-in-hand. High priority is also given to music students' personal growth, development, and overall welfare. The Music Department is vitally concerned with its students as individuals, thus fostering a creative academic environment.

Faculty and students work closely together in the dramatic setting of the Valley Center for Performing Arts, and students often develop mentor relationships with artist/faculty, distinguished

for their performances as well as their teaching. In addition, the extensive cultural resources of the San Francisco Bay Area offer the diverse and enriching experiences of first-class opera, symphony, ballet, choruses, chamber ensembles, and other musical presentations.

Holy Names University offers two undergraduate music degrees. The Bachelor of Music degree in Performance (Piano, Vocal, or Instrumental) prepares students for graduate study and career possibilities in performing, accompanying, and teaching. The Bachelor of Arts in Music has a less demanding performance schedule and offers the opportunity to pursue a double major. This degree also prepares students for graduate studies and many career opportunities in music.

For all programs of study, music students receive musicianship training (ear-training and sight-singing) from highly-trained Kodály specialists. These faculty, internationally recognized for their expertise, impart a distinctive component to the undergraduate curricula.

The core undergraduate music program at Holy Names University is a unique, innovative Great Works curriculum, integrating all aspects of musicianship studies in relation to the greatest masterpieces of the Western musical tradition. History, theory, and musicianship studies are integrated in a six-semester sequence. Each course focuses on a period of music history, while making connections with the music of other periods and other cultures around the world. Courses are team-taught by the HNU music faculty and integrated with students' work in performance ensembles and individual music studies.

General Requirements

1. Admission and Audition Requirements:

- a. 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.
- b. For acceptance into any of the undergraduate music programs, the applicant must audition for a faculty jury prior to the term in which proposed study would begin.
Pianists and other instrumentalists should perform three works chosen from different periods, at least one of which must be memorized. Vocalists should sing two classical music selections, one of which can be a folk song.

2. Freshman year requirements:

At the end of the first and second terms of study, the work of a student is reviewed by a faculty jury to determine whether he/she should pursue a major in music. The student will receive a written report of this review.

3. Additional Requirements: (For specifics, refer to Music Student Handbook.)

All students majoring in music must pass a piano proficiency examination or register in Functional Piano (MUSC 21/121) until this requirement is met. Students who do not meet this requirement within four terms will be required to take private piano lessons.

BACHELOR OF ARTS IN MUSIC

(52 UNITS – including lower-division preparation)

Preparation for the Major (10 units)

| | |
|------------|----------------------------------|
| MUSC 1A,1B | American/World Music (3,3) |
| MUSC 16 | Private Lessons (1,1) |
| MUSC 21/22 | Piano Class OR Voice Class (1,1) |

Major Requirements (42 units)

| | |
|--------------------|-------------------------------|
| MUSC 12 A/B | Medieval/Renaissance (2,2) |
| MUSC 13 A/B | Renaissance to Baroque (2,2) |
| MUSC 104 A/B | Baroque to Classical (2,2) |
| MUSC 105(W) A/B | Classical II (2,2) |
| MUSC 106(W) A/B | Romantic (2,2) |
| MUSC 108 A/B | 20th/21st Century (2,2) |
| MUSC 16/116 | Private Lessons (1,1,1,1,1,1) |
| MUSC 60-67/160-167 | Ensembles (1,1,1,1,1,1) |
| MUSC 181A | Choral Conducting (2) |
| MUSC 102 | Bytes and Notes (1) |
| MUSC Electives | Upper-Division (3) |

BACHELOR OF MUSIC

(63 units – including lower-division preparation)

Concentrations:

| |
|--------------------------|
| Piano Performance |
| Vocal Performance |
| Instrumental Performance |

Preparation for the Major (10 units)

| | |
|-------------|----------------------------------|
| MUSC 1A, 1B | American/World Music (3,3) |
| MUSC 16 | Private Lessons (1,1) |
| MUSC 21/22 | Piano Class OR Voice Class (1,1) |

Major Requirements (40 units)

| | |
|-------------------------------------|---------------------------------------|
| MUSC 12 A/B | Medieval/Renaissance (2,2) |
| MUSC 13 A/B | Renaissance to Baroque (2,2) |
| MUSC 104 A/B | Baroque to Classical (2,2) |
| MUSC 105(W) A/B | Classical II (2,2) |
| MUSC 106(W) A/B | Romantic (2,2) |
| MUSC 108 A/B | 20th/21st Century (2,2) |
| MUSC 16/116 | Private (1,1,1,1,1,1) |
| MUSC 17/117 | Private Lessons—Second Instrument (1) |
| MUSC 60-67/160-167 | Ensembles (1,1,1,1,1,1) |
| MUSC 181A | Choral Conducting (2) |
| MUSC 102 | Bytes and Notes (1) |
| PIANO PERFORMANCE (13 units) | |
| MUSC 65/165 | Accompanying (1,1) |
| MUSC 134A,B | Keyboard Literature (2,2) |
| MUSC 151 | Piano Pedagogy (3) |
| MUSC Electives | Upper Division (2) |
| MUSC 190A,B | Junior and Senior Recitals (1,1) |

VOCAL PERFORMANCE (13 units)

| | |
|----------------|----------------------------------|
| MUSC 132A,B | Lyric Diction (1,1) |
| MUSC 133 | Vocal Literature (3) |
| MUSC 154 | Vocal Pedagogy (3) |
| MUSC Electives | Upper Division (3) |
| MUSC 190A,B | Junior and Senior Recitals (1,1) |

INSTRUMENTAL PERFORMANCE (13 units)

| | |
|----------------|----------------------------------|
| MUSC 63/163 | Orchestra (1,1) |
| MUSC 135 | Instrumental Literature (3) |
| MUSC 152 | Instrumental Pedagogy (3) |
| MUSC Electives | Upper-Division (3) |
| MUSC 190A,B | Junior and Senior Recitals (1,1) |

Requirements Outside the Major

All candidates must complete at least 30 units outside the major. Voice majors are encouraged to take at least 8 units of foreign language.

THE MINOR (23 units)

This program allows for a concentration of study selected from core courses, lessons and ensembles for the student interested in developing basic musical skills. Students are encouraged to declare a music minor early in their studies.

| | |
|---|-----------------------------|
| MUSC 1A,B | American/World Music (3,3) |
| MUSC 12 | Medieval to Renaissance (4) |
| MUSC 13 | Renaissance to Baroque (4) |
| The four courses above should be taken as a four-semester sequence. | |
| MUSC 16/116 | Private Lessons (1,1,1,1) |
| MUSC 71/171 A,B or C | Perspectives in Music (3) |
| MUSC Ensembles | Upper-Division (1,1) |

CERTIFICATE IN PIANO PEDAGOGY WITH SUZUKI EMPHASIS

The Certificate is designed for today's active and independent piano teacher who seeks opportunities to expand and update teaching and playing skills. It is ideal for teachers whose professional and personal commitments do not permit the time to pursue a traditional degree program. Qualified participants may wish to use this program as the springboard to an undergraduate or graduate degree in music at Holy Names University.

The program in Piano Pedagogy stresses the philosophical and practical approaches of the world-renowned Suzuki Method of Music Education. Offering a well-rounded program, the curriculum combines the Suzuki Association of the Americas' requirements and methodology with general pedagogical courses and piano literature. The Preparatory Music Department at Holy Names, which uses the Suzuki Method of Music Education as the basis for teaching more than 300 young musicians and provides an ideal laboratory setting for observation and instruction, is known throughout the Northern California area as a center of outstanding musical instruction. Instructors include members of the HNU music faculty and teacher trainers approved by the Suzuki Association of the Americas, Inc.

The program is divided into three areas, each of which is an integral part of the summer session.

1. Instruction and observation in the Suzuki Piano Books as approved by the Suzuki Association of the Americas; Practicum.
2. General piano pedagogy.
3. Informal recital and videotape of student performances.

FIVE-YEAR HONORS PROGRAM (BA/MM AND BM/MM)

Piano and voice students with a high level of performance who enter the University with at least a 3.5 GPA, and have maintained a 3.5 GPA at the University for at least one semester, can apply to

participate in a five-year BA/MM or BM/MM degree program. The Bachelor's degree will be conferred upon completion of all undergraduate requirements and the Master's degree will be conferred at the end of the fifth year. This program is appropriate for qualified transfer students. Students are expected to excel both in performance and in academics. Performance levels will be reevaluated each semester at the Performance Final. Students whose GPA falls below the 3.5 minimum will be allowed one probationary semester to regain good standing. No additional probationary terms will be allowed. When the student has reached within 35 units of graduation with both degrees, the advisor will ask the student to complete a change of major form from the Student Resource Center. The student will then be officially classified as a graduate student on the registration database, and will be charged the graduate student tuition rate and eligible for graduate student financial aid.

MUSIC COURSES

1A. American Music (3). Introduction to the multicultural, democratic roots of American music through singing, listening, and playing. Fundamentals of melody, harmony, rhythm, form, style, and cultural context. Non-majors welcome.

1B. Introduction to Classical Music (3). Study of melody, harmony, rhythm and form in Western classical music through performance and analysis. Non-majors welcome. Prerequisite: 1A or consent of instructor.

12A/112A. Medieval to Renaissance Music: Musicianship and Theory (2). Ear-training, sight-singing, dictation and analysis of Western music to 1500. Modes, counterpoint, cadences, and melodic analysis. Study and performance of Gregorian chant, troubadour songs, and works of Dufay and Josquin. Graduate and transfer students may enroll in upper division course with advisor's approval.

12B/112B. Medieval to Renaissance Music: Theory and History (2). A comprehensive study of the music of the Western world to 1500, including cross-cultural influences from the East. Sacred and secular music. 16th century counterpoint and composition. Study of Gregorian chant, troubadour songs, and works of Dufay and Josquin. Graduate and transfer students may enroll in upper division course with advisor's approval.

13A/113A. Renaissance to Baroque Music: Musicianship and Theory (2). Ear-training, sight-singing, dictation and analysis of music of the 16th and 17th centuries. Principles of tonal harmony and harmonic analysis. Triads, seventh chords, figured bass. Study and performance of works of Palestrina, Byrd, Monteverdi, Bach, and Vivaldi. Graduate and transfer students may enroll in upper division course with advisor's approval.

13B/113B. Renaissance to Baroque Music: Theory and History (2). History and analysis of music of the 16th and 17th centuries. Continuation of 16th century counterpoint, introduction to 18th century counterpoint. Formal structures of music of the Baroque period. Study of works of Palestrina, Byrd, Monteverdi, Bach, and Vivaldi. Graduate and transfer students may enroll in upper division course with advisor's approval.

***16/116. Private Lessons (1).** A total of fourteen one-hour lessons during a semester. A performance final is required at the end of each term in which lessons are taken. For majors and non-majors.

***17/117. Private Lessons - Second Instrument (1).**

***20A,B/120A,B. Piano Class (1,1).** Group keyboard instruction: beginning to intermediate levels.

***21/121. Functional Piano (1).** Group keyboard instruction for music majors who do not meet the piano proficiency requirements.

***22A,B/122A,B Voice Class (1,1).** Group vocal instruction: beginning to intermediate levels.

***60/160. HNU Chorus (1).** Rehearsal and performance of choral literature. Open to majors, non-majors, and members of the community.

*61/161. **HNU Chamber Singers (1)**. Study and performance of choral chamber literature. Open by audition to majors, non-majors, and members of the community.

*62/162. **Chamber Ensemble (1)**. Performance of selected works in the literature of string, woodwind, vocal and/or brass ensemble, or combinations of these groups. Open by audition to majors, non-majors, and members of the community.

*63/163. **HNU Orchestra (1)**. Performance of works from the standard orchestra repertoire. Open by audition to majors, non-majors, and members of the community.

*64/164. **Piano Ensemble (1)**. Study and performance of keyboard works for piano ensemble. Open by audition to majors, non-majors, and members of the community.

*65/165. **Accompanying (1)**. Qualified pianists are assigned to studio and ensemble accompanying for approximately three hours per week.

*67/167. **Baroque Ensemble (1)**. Performance of instrumental and vocal works from the 18th century. Open by audition to majors, non-majors, and members of the community.

*71/171A,B,C. **Perspectives in Music (3,3,3)**. General music courses for non-majors and majors. A: Introduction to Music: An introduction to classical music and music history through live and recorded performances. B: From Bach to the Beatles: An introduction to musical styles from around the world, covering all periods of classical music, the history of the blues, topics in rock and a survey of world music. C: Special Topics: includes Music in World Cultures and All About Jazz.

101A,B. **Selected Topics in Theory (2, 3)**. A: Composition: Emphasis on the smaller forms; free composition from representative periods and media. B: Eighteenth century counterpoint. Studies in two-, three- and four-part counterpoint. Consent of instructor required.

102. **Bytes and Notes: An Introduction to Music Computer Technology (1)**. An introductory hands-on course on sound generation and creation, music arranging, editing, sound storage and desktop publishing. Prerequisite: MUSC 1B.

104A. **Baroque Music to Classical Music: Musicianship and Theory (2)**. Intermediate ear-training, sight-singing, dictation and analysis of music of the 18th century. Functional harmony, keyboard harmony, four-part writing. Secondary dominants, diminished 7th chords, modulation to related keys. Study and performance of works of Bach, Handel, Mozart and Haydn.

104B. **Baroque Music to Classical Music: Theory and History (2)**. History and analysis of the music of the 18th century, focusing on vocal and choral forms (cantata, oratorio, opera). Influence of European folk music on classical forms. Study of major works of Bach, Handel and Mozart.

105A(W). **Classical Music II: Musicianship and Theory (2)**. Intermediate ear-training, sight-singing, dictation and analysis of music of the 18th century. Further study of altered chords and modulation with greater emphasis on minor tonality. Study and performance of works of Mozart, Haydn, and Beethoven songs, sonatas and symphonies.

105B(W). **Classical Music II: Theory and History (2)**. History and analysis of large forms of Viennese Classicism, focusing on instrumental forms (sonata, symphony, concerto). Study of works of Mozart, Haydn, and Beethoven.

106A(W). **Music of the Romantic Era: Musicianship and Theory (2)**. Advanced ear-training, sight-singing, dictation and analysis of music of the 19th century. Chromatic harmony and modulation to distant keys. Study and performance of the works of Beethoven, Schubert, Brahms, Chopin and Wagner.

106B(W). **Music of the Romantic Era: Theory and History (2)**. Music and culture in the 19th century. Romantic music in relation to art, poetry, and changing cultural values. The development of the art song. Study of works of Beethoven, Schubert, Brahms, Chopin and Wagner.

108A. **Music of the 20th and 21st Centuries: Musicianship and Theory (2)**. Advanced ear-

training, sight-singing, dictation and analysis with special focus on music from 1900 to the present. Influence of non-Western music on contemporary composers. Analysis and composition of music in 20th century idioms.

108B. **Music of the 20th and 21st Centuries: Theory and History (2)**. Music and modernity. Compositional techniques and musical language of major composers to the present. Influence of non-Western music on contemporary composers. Performance, analysis and composition of music in 20th century idioms.

*124. **Opera Workshop (1)**. Study and performance of scenes from the standard opera repertoire. Open by audition to majors, non-majors, and members of the community.

132A,B. **Lyric Diction (1,1)**. Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. A: Italian and French. B: German and English. Prerequisite: A knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

133. **Literature of the Voice (3)**. A survey of the principal literature for solo voice.

134A,B. **Keyboard Literature (2,2)**. A: Study of the principal literature of the piano from the Baroque to Schubert. B: Study of the principal literature from the Romantic Era through the present. Prerequisite: MUSC 13.

135. **Literature of the Major Instrument (3)**. A survey of the principal literature for instruments other than piano.

146. **Children's Vocal Pedagogy (1)**. Study of children's vocal development; introduction to children's choral repertoire.

151. **Piano Pedagogy (3)**. Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

152. **Instrumental Pedagogy (3)**. Principles, procedures, methods and materials with observation and participation.

154. **Vocal Pedagogy (3)**. Includes goal setting, how to teach technique and coach repertoire, a survey of vocal literature, and the anatomy and physiology of the instrument.

180. **Instrumental Conducting (2)**. Basic principles of conducting; includes score reading. Consent of instructor required.

*181A,B. **Choral Conducting (2, 2)**. A: Basic principles of 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. Prerequisite: MUSC 105 or consent of instructor. B: Continued development of conducting and rehearsal techniques. Application of these principles in the performance of more difficult choral repertoire. Includes working with choral groups and instrumentalists to demonstrate artistic and technical competency.

190A,B. **Recital (1,1)**. A public performance given with the approval of the instructor and the music faculty jury. A: Junior Recital with credit/no credit grade. B: Senior Recital with letter grade.

* *Repeatable courses.*

NURSING

The Department of Nursing at Holy Names University has provided education for nurses since 1934. Currently there are three undergraduate programs in nursing offered at Holy Names University and for three distinct populations. The LVN to BSN program is designed for licensed vocational nurses who wish to pursue a Bachelor of Science degree and licensure as a Registered Nurse while

employed. The RN to BSN program is designed for Registered Nurses who have an associate degree and who wish to acquire a bachelor of science degree while employed. The other undergraduate program is a generic nursing program offered in partnership with Samuel Merritt University for high school graduates who are interested in becoming Registered Nurses. There are also graduate programs available for those nurses interested in advanced opportunities (see Graduate section).

Accreditation/Certification

The RN/BSN program, the LVN/BSN program and the Holy Names University/Samuel Merritt University generic nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE). Graduate of the RN/BSN and LVN/BSN nursing programs are also eligible for certification as Public Health Nurses in California and have the foundation for graduate study in nursing.

LVN TO BSN PROGRAM

The LVN to BSN program is designed for Licensed Vocational Nurses who wish to become Registered Nurses and acquire the bachelor of science degree while employed. The program is seven semesters in length and if offered in a consecutive manner (Fall, Spring, and Summer) so it can be completed in 2-1/2 years if the student is registered to take a maximum number of units. However, the number of units pursued is up to the student so it will take longer if the units are reduced each semester. Most students elect to take about 12 units a term, which is a fulltime load and makes them eligible for financial aid. In addition, students are offered the opportunity to “test out of” the first two courses in nursing.

Students registered in the LVN to BSN program are expected to earn at least a B- in the required science courses (Anatomy, Physiology, Chemistry, Biology, and Microbiology). If a grade of C+ or lower is earned, a student may repeat one class one time in order to earn a B- or better grade. A second grade of C+ or lower in a science class will result in disqualification from the program.

General education courses required in the program that were successfully completed at an accredited community college or a four year college/university and are equivalent in content and units can be transferred to HNU. Students are admitted each semester. The program includes 83 units of coursework required by the California Board of Registered Nursing and 37 units of university required courses.



This program is designed for students who do not have any prior academic degrees. Once admitted to the program, the student is expected to complete all courses throughout the program at HNU, which means courses may not be taken elsewhere and transferred to HNU after admission.

The 30 unit option to acquire a RN license is also offered but no degree is granted.

Admission Requirements

The following are the minimum requirements to be eligible for admission to the LVN/BSN program:

- A current California LVN license
- A GPA of at least a 2.2 of all attempted and completed accredited college/university coursework
- A letter of recommendation
- International applicants must meet the minimum TOEFL score requirement listed in the International Undergraduate Admission Requirements
- Proof of high school graduation (or equivalent) if the student has completed fewer than 30 units of transferable college/university coursework
- Completion of an Interview conducted by Nursing Department faculty

Nursing Major Curriculum (64 units)

| | |
|-----------|---|
| NURS 1 | Transition to RN Role (2) |
| NURS 9 | Fundamentals of Nursing (3) |
| NURS 9L | Fundamentals of Nursing Clinical (3) |
| NURS 10 | Care of the Adult (3) |
| NURS 10L | Care of the Adult Clinical (3) |
| NURS 11 | Care of the Mentally Ill (3) |
| NURS 11 L | Care of the Mentally Ill Clinical (3) |
| NURS 31 | Health Assessment (3) |
| NURS 41 | Nursing Research (3) |
| NURS 120 | Maternal Health (3) |
| NURS 120L | Maternal Health Clinical (3) |
| NURS 130 | Care of Children (3) |
| NURS 130L | Care of Children Clinical (3) |
| NURS 140 | Care of the Elderly (3) |
| NURS 140L | Care of the Elderly (3) |
| NURS 142 | Family and Community Health Nursing I (3) |
| NURS 142L | Family and Community Health Nursing I Practicum (3) |
| NURS 151 | Leadership and Management in Nursing (3) |
| NURS 151L | Leadership and Management in Nursing Practicum (3) |
| NURS 161 | Evidence-Based Practice (2) |
| BIO 180 | Epidemiology (3) |
| SOCI 105 | Statistics (3) |

General Education Courses (56 units)

Students must fulfill general education requirements established for the program. Courses may be taken in the semester day, weekend, or evening weeknight programs. Students will need to repeat any science courses in which grades below B- are earned.

| | |
|--------------|---|
| ART | specific course numbered 100-199 to be approved (3) |
| BIOL 1A | Principles of Biological Science (4) |
| BIOL 11, 11L | Human Physiology and Lab (3,2) |
| BIOL 17, 17L | Anatomy (4, includes weekly laboratory) |
| BIOL 20, 20L | Allied Health Microbiology and Lab (3,2) |
| CHEM 7 | Introductory Chemistry for Health Science (4, includes weekly laboratory) |

| | |
|-----------------|--|
| COMM 1 | Essentials of Interpersonal Communication and Effective Speaking (3) |
| CSCI 10A | Computer Operations and the Internet (1) |
| ENGL 1A | Critical Reading and Writing I (3) |
| ENGL 1B | Critical Reading and Writing II (3) |
| ISAC | choose from ISAC 101, 102, 103, or 104 Integrative Studies Across Cultures (3) |
| ISAC 195W | Senior Colloquium (3) |
| LING 145 | Linguistics (3) or completion of the Foreign Language requirement |
| MATH C and/or A | Algebra Workshop (3, dependent upon Accuplacer results) |
| PHIL | choose from PHIL 120W, 122, 140W, or 151 (3) |
| PSYC 1 | Introduction/Fundamentals of Psychology (3) |
| RLST 175 | World Wisdom Traditions (3) |
| SOCI 1 | Introduction to Sociology (3) |

To graduate, students must successfully complete 120 units, 48 of which must be upper-division. The actual time needed to complete the degree requirements is dependent on the number of units accepted as transfer into the University to meet requirements and the number of units pursued each semester.

RN TO BSN PROGRAM

The RN to BSN program is designed for registered nurses who wish to pursue a baccalaureate degree in nursing while employed. The nursing courses are scheduled from 6:00 - 10:00PM on Monday, Tuesday, Wednesday, and Thursday nights biweekly, with the clinical experiences taking place one day per week in a setting close to the student's home that is agreed upon by faculty and student. The courses are available in an accelerated format (7-8 class sessions rather than 16 per term) and are offered in alternating weeks so two or more courses can be completed during a week-long time period. Dependent on the course load, the program could be completed in 18 months.

Admission Requirements

Students must submit the following:

1. A current California license as a Registered Nurse or an interim permit.
2. An Associate Degree in Nursing (ADN) or a diploma from a hospital school of nursing.
3. International applicants must meet the minimum TOEFL score requirement listed in the International Undergraduate Admission Requirements

Students with an Associate Degree in Nursing interested in the RN/BSN program may transfer up to 70 semester units of completed coursework, including 30 semester units of nursing, from a community college. These units should include academic credit for lower-division coursework in Anatomy/Physiology, Microbiology, Psychology, Sociology or Anthropology, and English (Freshman composition). Students with a diploma from a hospital school of nursing may obtain 30 units of degree credit by successful completion of advanced placement tests for admission to upper-division nursing. A fee is charged for taking these tests.

All students in the RN/BSN program must have Professional Liability insurance (\$1,000,000/3,000,000) when registered in a clinical practice course. The cost for this insurance will be collected by the University when the student enters the first clinical practice course.

Student performance in clinical practice courses in the RN/BSN program is judged using a "pass" or "fail" system. Student achievement in all other courses in the program is based on the established grading system of the University. See the Holy Names University Catalog for a description of the grading system.

General Education Curriculum

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

RN/BSN Nursing Major Curriculum (31 units)

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

| | |
|-------------|--|
| NURS 131 | Health Assessment (3) |
| NURS 132 | Theoretical Basis of Professional Nursing Practice (3) |
| NURS 141 | Nursing Research (3) |
| NURS 142(W) | Family and Community Health Nursing I (3) |
| NURS 142(L) | Family and Community Health Nursing I Practicum (3) |
| NURS 151 | Leadership and Management (3) |
| NURS 151(L) | Leadership and Management Practicum (2) |
| NURS 152 | Family and Community Health Nursing II (3) |
| NURS 153 | Healthcare Economics (2) |
| NURS 171 | Pathophysiology (3) |
| NURS 195(W) | Senior Seminar (3) |

RN/BSN Program Upper-Division Requirements (9 units)

All students in the RN/BSN nursing program must also complete 3 specific upper-division courses.

| | |
|----------|------------------|
| BIOL 180 | Epidemiology (3) |
| SOCI 105 | Statistics (3) |

One related upper division biological or social science course (3)

Successful completion of the general education requirements, the nursing Major requirements, and the 9 units of specific 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.

HOLY NAMES UNIVERSITY/SAMUEL MERRITT UNIVERSITY GENERIC NURSING PROGRAM

The generic nursing program is offered in partnership with Samuel Merritt University for high school graduates and transfer students from other colleges who have completed 30 or fewer units of coursework and are interested in becoming registered nurses. Students who have previously completed 30 or more transferable units and/or 24 science prerequisite units may not be eligible for the program. Students who have previously completed a bachelor's degree are not eligible for the program. The student completes two years of liberal arts and science courses at Holy Names University and then transfers to Samuel Merritt University for the nursing courses. Guaranteed admission to Samuel Merritt is provided if the student completes all requirements and maintains a GPA of 3.0 or higher and at least a B- in all science courses. The BSN degree is granted by Samuel Merritt University. The program may take longer than two years if remedial coursework in Math or English is required.

Students registered in the generic nursing program are expected to earn at least a B- in the required science courses (Anatomy, Physiology, Chemistry, Biology, and Microbiology). If a grade of C+ or lower is earned, a student may repeat one class one time in order to earn a B- or better grade. A second grade of C+ or lower in a science class will result in disqualification from the program.

Admission Requirements

Students must submit the following:

1. High school transcripts showing at least six semesters of coursework.
2. Letter of recommendation from a teacher, minister, or employer who has personal and/or academic information about the student.
3. SAT or ACT scores.
4. International applicants whose first language is not English may submit evidence of English proficiency in one of the following ways:

- Test of English as a Foreign Language (TOEFL) with a score of 163 (computer-based) or 490 (paper-based) or 57 (internet-based). TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.
- Michigan Test with a score of 80 or higher.
- ELS Language Centers (ELS) Proficiency Report certifying completion of Level 107 or higher.
- One semester of freshman composition with grade B or higher at an accredited U.S. college or university.

Applicants who are eligible for admission to the University but not to the Generic Nursing Program may enroll in general education or general science courses, but will not be able to enroll in program-restricted courses. Freshman students may reapply to the Generic Nursing Program once, after one year, and must have completed 30 units with an HNU grade point average of 3.0 and no grade lower than B- in any science course. Transfer students may reapply to the Program once, after one semester, and must have completed 30 program curriculum units with an HNU grade point average of 3.0 and no grade lower than B- in any science course.

General Education Curriculum

Students interested in pursuing the Holy Names University/Samuel Merritt University Generic program will complete 68 units of study at Holy Names University and the remaining units needed for graduation at Samuel Merritt University. Students must fulfill general education requirements established for the program, and courses may be taken in the semester day, weekend, or evening weeknight programs. The student will need to repeat any science courses in which grades below B- are earned. A sample program, in its entirety, is listed below.

Courses to be taken at Holy Names University

| | |
|------------------|---|
| ART | specific course numbered 1-199 to be approved (3) |
| BIOL 1A | Principles of Biological Science (4) |
| BIOL 11, 11L | Human Physiology and Lab (3,2) |
| BIOL 17, 17L | Anatomy (4, includes weekly laboratory) |
| BIOL 20, 20L | Allied Health Microbiology and Lab (3,2) |
| CHEM 7 | Introductory Chemistry for Health Science (4, includes weekly laboratory) |
| COMM 1 | Essentials of Interpersonal Communication and Effective Speaking (3) |
| CSCI 10A | Computer Operations and the Internet (1) |
| ENGL 1A | Critical Reading and Writing I (3) |
| ENGL 1B | Critical Reading and Writing II (3) |
| ISAC (2 courses) | Integrative Studies Across Cultures (6) |
| LING 145 | Linguistics (3) or completion of the Foreign Language requirement |
| MATH C and/or A | Algebra Workshop (3, dependent upon Accuplacer results) |
| NUTR 1 | Fundamentals of Nutrition (3) |
| PHIL | choose from PHIL 20W, 40W, 122, or 151 (3) |
| PSYC 1 | Introduction/Fundamentals of Psychology (3) |
| PSYC 30 | Introduction to Lifespan Development (3) |
| PSYC 63 | Statistical Methods (3) |
| RLST 75 | World Wisdom Traditions (3) |
| SOCI 1 | Introduction to Sociology (3) |

Courses to be taken at Samuel Merritt University of Nursing are found in the Samuel Merritt University catalog. For a complete description of the courses taught at Holy Names University for any of the programs, refer to the respective sections of the Holy Names University catalog.

PUBLIC HEALTH NURSE CERTIFICATE COURSEWORK

The Department of Nursing at Holy Names University offers the coursework needed for eligibility for the Public Health Nurse Certificate for those who:

1. Did not graduate from an accredited program (NLN or CCNE)
2. Do not have a Bachelor's Degree in Nursing but in another discipline
3. Are out-of-state graduates who may not have had the content areas listed below
4. Received their nursing education outside of the United States.

To meet the Public Health Nursing Certificate requirements, specific public health content must be completed at a university accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or any other body approved by the Board of Nursing (BRN, June 2000). The following courses meet the requirements for the Public Health Nursing Certificate if taken at Holy Names University.

Courses

NURS 131
NURS 171
NURS 141
SOCI 105
BIOL 180
NURS 142(W)
NURS 142(W)
NURS 142(W)
NURS 153
NURS 152
NURS 152
NURS 142L

BRN Requirement

Physical Assessment (child and adult)
Pathophysiology—Biochemistry Background
Research
Statistics
Epidemiology
Multi-cultural Nursing
Environmental Assessment and Intervention
Child Abuse/Neglect Detection
Legal-Health Care Financing Issues
Health Teaching Techniques
Community Organization
Supervised Practicum that includes the Individual, Family and Community as it Relates to Public Health Nursing

Persons interested in completing courses for the Public Health Nurse Certificate who are not completing a degree must register at the University as a Special Status student. After completion of these courses, the student submits a Holy Names University transcript and an application to the Board of Registered Nursing in Sacramento. A copy of the application can be obtained from the California Board of Registered Nurses website.

NURSING COURSES

1. Transition to the Role of the RN (2). In this course the scope of practice, and the standards of competent performance of the Registered Nurse as defined by the California Board of Registered Nursing are discussed. Students learn about the role of the professional nurse and how that role is enacted in a variety of healthcare settings. Advocacy for the patient, interdisciplinary involvement, and the code of ethics for nurses are presented. Being a team player is emphasized as is the use of evidence to support decisions for providing primary, secondary, and tertiary prevention interventions.

9. Fundamentals of Nursing (3). The focus of this course is on expanding the students' knowledge used for basic nursing care of the medical/surgical patient to encompass the practice role of professional nursing. The nursing process, use of the conceptual model, and critical thinking in the planning and delivery of safe, culturally-sensitive nursing interventions are addressed.

9L. Fundamentals of Nursing Clinical (3, Pass/Fail). This course focuses on the implementation of concepts explored in NURS 9, Fundamentals of Nursing. As a member of a healthcare team, students will deliver safe, culturally-sensitive nursing care to adults in a variety of healthcare settings. Concurrent enrollment in NURS 9 is required. The time in the clinical setting is 12 hours per week (180 hours/semester).

10. Care of Adults (3). The focus of this course is on the role of the registered nurse as a planner and critical thinker who uses scientific, ethical, and cultural evidence to deliver safe and compre-

hensive patient-focused primary and secondary prevention interventions to patients experiencing or recovering from illness. Emphasis is on helping the patient attain and retain health while being an advocate for the patient as a member of the healthcare team. Concurrent enrollment in NURS 10L is required.

10L. Care of Adults- Clinical (3, Pass/Fail). This course focuses on the implementation of the concepts learned in NURS 10, the adult care theory course. Emphasis is placed on the delivery of safe, patient-focused primary, secondary, and tertiary prevention interventions as a member of the healthcare team. The focus is on helping the adult attain, retain, and maintain a healthy state. Concurrent enrollment in NURS 10 is required. Time in the clinical setting is 12 hours per week (180 hours/semester).

11. Care of the Mentally Ill (3). This course prepares the student for the care of the individual experiencing mental illness. The student will learn about therapeutic communication techniques, interpersonal skills and mental health concepts as they relate to the needs of the patient with a mental disorder. Emphasis will be placed on the use of secondary and tertiary prevention interventions to help the patient retain and maintain a healthy state. Concurrent enrollment in NURS 11L is required.

11L. Care of the Mentally Ill Clinical (3, Pass/Fail). The focus of this course is on the use of psychiatric principles, interpersonal skills and good communication in the delivery of inpatient nursing care to patients with acute and chronic mental health disorders. Using secondary and tertiary prevention interventions the student will help the patient attain and maintain a functional state of wellness. Concurrent enrollment in NURS 11 is required. Time in the clinical setting is 12 hours per week (180 hours/semester).

31. Health Assessment (3). The focus of this course is on learning the skills to assess the physical and psychosocial aspects of individuals (with an emphasis on adults). Emphasis is placed on distinguishing normal from abnormal and on variations that are a result of age, ethnicity, and gender. In addition to didactic learning, the student is provided the opportunity to practice, in a structured laboratory setting, using simulation, the health assessment skills being studied. Cross listed as NURS 131.

41. Nursing Research (3). Quantitative and qualitative research methods are introduced in this course. Emphasis is placed on preparing students to be critical consumers of nursing and healthcare research. Students will critique research articles and complete a review of the literature on a subject of choice. Cross listed as NURS 141. Prerequisite: Completion of a statistics course or concurrent enrollment.

120. Maternal Health (3). Critical thinking and evidence-based practice when caring for child-bearing women are the focus of this course. Designing care that is consistent with the needs of the woman during the reproductive life cycle and beyond will be covered in this course. Primary and secondary prevention interventions will be emphasized in this course as a way to help the child-bearing woman maintain a healthy state. Concurrent enrollment in NURS 120L is required.

120L. Maternal Health Clinical (3, Pass/Fail). The focus of this course is on the implementation of the concepts learned in the NURS 120. Understanding and implementing the best practices for woman during the reproductive life cycle and beyond will be emphasized. Twelve hours of clinical practice per week is required. Concurrent enrollment in NURS 120 is required. Time in the clinical setting is 12 hours per week (180 hours/semester).

130. Care of Children (3). The emphasis of this course is on the care of sick children in order to promote the attainment of their wellness. Critical thinking and clinical judgment are emphasized as a way to assist children and their families in the promotion and maintenance of health and the prevention of and/or recovery from illness. Primary and secondary prevention interventions are emphasized as ways to attain, maintain and/or retain healthy states. Clinical problems and case

studies, as well as, lectures will be used in this course to cover a variety of illnesses often experienced by children and the role of the nurse as the care provider. Concurrent enrollment in NURS 130L is required.

130L. Care of Children, Clinical (3, Pass/Fail). This course focuses on the implementation of concepts learned in NURS 130 the Care of Children theory course. The focus is on making evidence-based judgments that allow for safe care while involving the family when needed. Primary and secondary prevention interventions are learned so the family can attain, maintain, and/or retain healthy conditions of their children. Concurrent enrollment in NURS 130 is required. Time in the clinical setting is 12 hours per week (180 hours/semester).

131. Health Assessment (3). The focus of this course is on learning and using the skills needed to assess the physical, psychosocial, and spiritual aspects of individuals (adults and children). Emphasis is placed on distinguishing normal from abnormal and on variations that are a result of age, ethnicity, and gender.

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. No pre- or co-requisites.

140. Care of the Elderly (3). 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 hospitals and long term facilities. Secondary and tertiary prevention interventions will be implemented in order to help the patient attain, maintain, and/or retain a state of wellness. Concurrent enrollment in NURS 140L is required.

140L. Care of the Elderly Clinical (3, Pass/Fail). This course provides the student with an opportunity to function as a nurse in the care of elderly patients from diverse cultures and ethnicities in sub-acute, long term care and rehabilitation care settings. The student will apply the concepts learned in NURS 140 in providing ethno-cultural secondary and tertiary prevention interventions to elderly patients experiencing acute and chronic health problems. Concurrent enrollment in NURS 140 is required. Time in the clinical setting is 12 hours per week (180 hours/semester).

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 SOCI 105.

142(W). Family and Community Health Nursing I (3). The community as a client and as a resource is the framework of this course. Community assessment, program planning and evaluation, the identification of high risk groups (including the family), and the role of the nurse in public, private, and voluntary health related agencies is studied. Prerequisites: A course in epidemiology (BIOL 180 or its equivalent) and concurrent enrollment in NURS 141L.

142L. Family and Community Health Nursing I Practicum (3, Pass/Fail). This course provides the student with an opportunity to function as a nurse in a community setting in order to apply the concepts learned in NURS 142(W). Concurrent enrollment in NURS 142(W) is required.

151. Leadership and Management in Nursing (3). This course focuses on the nurse's role as a leader/manager in a healthcare setting. Emphasis is placed on the principles of leadership and how they are used to define the nurse's management style. Concurrent enrollment in NURS 151L is required.

151L. Leadership and Management in Nursing Practicum (2, Pass/Fail). This course provides the student with a practical experience in the implementation of a leadership/management role in an agency that delivers health care. Students will work with preceptors developing their own leadership style and management strategies. Concurrent enrollment in NURS 151 is required.

152. Family and Community Health Nursing II (3). In this course the student studies the family as an aggregate within the community. Emphasis is placed on the political, economic, and social aspects of community and how they affect the healthcare of the family. Prerequisites: NURS 142(W) and NURS 142L.

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. No pre- or co-requisites.

161. Evidence-based Practice (2). The focus of this course is on learning how to use evidence when making decisions regarding patient care. How to access the literature, identify valid and reliable findings, and to synthesize those findings into a body of knowledge is emphasized. How to be productive while working as a member of an interdisciplinary team in the search for evidence is also covered in this course.

171. Pathophysiology (3). The continuum of health from wellness to illness is studied in this course. Emphasis is placed on the nurse's role in assessing and understanding the etiology, epidemiology, and pathogenesis and their effects on the life processes of people of all ages and populations. No pre- or co-requisites.

195(W). Senior Seminar (3). This capstone course provides the senior student with an opportunity to synthesize previous learning in a self-selected and faculty approved area of inquiry. Prerequisites: NURS 131, 132, 141, 151, 151L, 153.

199. Independent Study (1-3). Students who wish to complete an independent study in nursing can register in this course as long as there is a faculty person available to supervise the experience. Approval by Chair of the Department is required. No pre- or co-requisites.

NUTRITION COURSES

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. Prerequisites: BIOL 1A and CHEM 7.

PHILOSOPHY

Philosophy begins with wonder---about big and basic questions: What can we know? How should we live? What is really real? And what really matters?

Philosophical questions are at the heart of all liberal learning, probing the frameworks and presuppositions of other special studies. They are also at the heart of every student's personal quest for wisdom through an "examined life."

At Holy Names University, students may pursue the study of Philosophy as part of their General Education, as a full major, as part of a self-designed major or as a minor.

Students majoring in Philosophy or Religious Studies share a common core of four classes, in which they examine and compare both philosophical and religious perspectives on four fundamental areas of questioning: human personhood, human social and political life, human values, and world wisdom traditions. The remaining classes in the Philosophy major include a series of tutorials in which a small group of students encounter and debate the great themes and the great thinkers of past philosophical traditions, while bringing to bear a number of critical contemporary perspectives that open up the "perennial" questions to new and diverse voices.

A student graduating with a major in Philosophy is expected to be able to (1) think widely and deeply about foundational and framework questions; (2) explicate and critically analyze complex texts; (3) construct and present sound and well-developed arguments, orally and in writing; (4) know enough of the history of Philosophy, Western and non-Western, to make illuminating comparisons between the approaches of different thinkers and traditions to basic ethical, epistemological, and metaphysical questions; and (5) articulate a well-reasoned personal stance on fundamental questions of reality, meaning and value.

In the senior year each Philosophy major will demonstrate command of these competencies in a Portfolio which includes a sample of work from each Tutorial, one other paper of the student's choice, and a 15-20 page senior essay presented and defended in a tutorial or in the ISAC 195(W) Senior Colloquium.

A major in Philosophy has many uses. Society is well served by the training of people skilled in rational analysis, sensitive to complex and value-laden issues, and practiced in thinking clearly, flexibly, and creatively. Such skills can often be more useful as career preparation than narrowly specialized training. In addition to pursuing graduate work specifically in Philosophy, majors have gone on to successful careers in such fields as law, journalism, computer science, social services, education, and public service.

MAJOR IN PHILOSOPHY

Preparation for the Major

| | |
|--------------------|---------------------------------------|
| PHIL 2 | Logic |
| PHIL/RLST 20(W) | Moral Choices in Contemporary Society |
| or PHIL/RLST 40(W) | The Human Person |

Requirements for the Major (24 upper-division units)

| | |
|---|--|
| PHIL/RLST 120(W) | Moral Choices in Contemporary Society |
| or PHIL/RLST 140(W) | The Human Person |
| PHIL/RLST 122 | Religion, Philosophy and Human Rights |
| PHIL/RLST 175 | World Wisdom Traditions |
| PHIL 100A, B, C, or D | The Great Philosophers (at least two tutorials) |
| PHIL 180A | Theories of Knowledge |
| PHIL 180B, 180C, or 180D | Metaphysics, Ethics and Metaethics, or Cosmology |
| One upper division elective in Philosophy | |

Seniors will write a senior essay under the direction of a member of the Philosophy faculty.

Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.

THE MINOR

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

PHILOSOPHY COURSES

2. Logic (3). Introduction to the basic techniques of formal and informal logic, to develop critical thinking skills helpful in producing and evaluating arguments. Emphasis on practical applications in ordinary language, including the recognition and refutation of fallacious reasoning.

20/120(W). Moral Choices in Contemporary Society (3). The course will provide an opportunity to develop a method for the evaluation and analysis of moral issues and to examine the function of religion, culture, personal history, and philosophical theories in making ethical decisions.

Upper-division students will explore these issues at a deeper and more complex level of analysis. (Also offered as RLST 20/120(W).)

40/140(W). The Human Person (3). This course will introduce the student to some of the great philosophical and religious traditions as they probe questions about being human—soul, freedom, meaning, community, purpose. Upper-division students will explore these issues at a deeper and more complex level of analysis. (Also offered as RLST 40/140(W).)

100. A,B,C,D Tutorial: The Great Philosophers (3,3,3,3). Intensive reading and critical analysis of important works of seminal thinkers in the history of philosophy. A: Plato and Aristotle; B: Augustine, Thomas Aquinas, Descartes; C: Hume, Leibniz, Kant; D: Hegel, Kierkegaard, Sartre. Prerequisite PHIL 20(W) or 40(W).

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. (Also offered as RLST 122.)

151. Ethics: The Problem of Friendship (3). Of human loves, friendship seems to be the least complicated and most common, the least demanding and the most disinterested. Or is it? Reflecting critically on lived experience and on readings from Aristotle, Cicero, Buber, C. S. Lewis and others, the class will explore the role of this fundamental human relationship in the development and testing of personal and social morality.

156. Ethics at Work (3). The course will consider the moral quandaries people face in business and professional life, explore the contacts and conflicts between personal value systems and “standard practice,” and analyze ethical theory as a basis for developing skill in moral discernment in concrete cases.

164. Philosophy Through Film. Film is the contemporary art form which most regularly engages us with timeless issues like love, death, evil, freedom, violence, happiness. Reflecting on both the medium and its messages, we will consider one or more of these themes as presented in selected films and philosophical readings.

75/175. World Wisdom Traditions (3). This course explores some of the major religious and philosophical traditions of the world, such as Hinduism, Buddhism, Judaism, Christianity, Islam and the beliefs and rituals of traditional societies. (Also offered as RLST 175.)

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

180A,B,C,D(W). Tutorial: Problems in Systematic Philosophy (3,3,3,3). The contemporary encounter with the traditional central themes of various “schools” of philosophy. A: Theories of Knowledge; B: Metaphysics; C: Ethics and Metaethics; D: Cosmology. Prerequisites: PHIL 20(W) or 40(W) and PHIL 100 A,B,C, or D.

PHYSICAL EDUCATION AND HEALTH

The Physical Education and Health program is designed to offer activities which provide a balance to the academic curriculum. All students are encouraged to participate in intramural as well as intercollegiate teams. All courses use CR/NC grading except PHED 10 and PHED 110.

PHYSICAL EDUCATION COURSES

10. Weight Training and Fitness (1). Course may be taken only once.

12. Basketball (1).

14. Volleyball (1).

15. Swimming (1).

16. First Aid and CPR (1). The study and practice of first aid and cardiac pulmonary resuscitation (CPR) methods and techniques. The course provides certification in American Red Cross Standard First Aid and CPR.

19. Aerobics/Conditioning (1).

25. Dance Exercise (1).

45. Self Defense (1).

62/162. Intercollegiate Basketball (1).

64/164. Intercollegiate Volleyball (1).

68/168. Intercollegiate Cross Country (1).

70/170. Intercollegiate Golf (1).

72/172. Intercollegiate Soccer (1).

74/174. Intercollegiate Softball (1).

75/175. Intercollegiate Tennis (1)

76/176. Intercollegiate Baseball (1)

97. Special Topics (1).

110. Physical Education for Teachers (1).

111. Sport Theory (3). Study of skill techniques, skill analysis and the development of appropriate practice progression in team sports.

PHYSICAL SCIENCE AND PHYSICS

Specific courses in Physical Science and Physics serve as requirements in General Education, Liberal Studies, Biological Sciences, Professional Health Programs, and as electives for interested students. PHSC 15 or PHYS 8A fulfill the general education requirements.

PHYSICAL SCIENCE COURSES

15. Fundamentals of Physical Science (3). An introduction to the basic concepts of physics and chemistry. Topics include motion, forces, energy, heat, atomic theory, periodic table, physical and chemical properties of matter, and chemical reactions. The course combines lectures, experiments, and demonstrations. Prerequisite: MATH A or its equivalent.

110. Earth and Space Science (3). An introduction to the principles of astronomy, geology, and meteorology; Topics include galaxies, birth, evolution and death of stars, the solar system, planet Earth including its structure and composition, plate tectonics, earthquakes, volcanoes, weathering, rock and water cycles, global climates, and weather. The format includes lectures, selected experiments, and field experiences. Prerequisites: MATH 7 and PHSC 15 with a grade of C- or better.

112. Physical Geology (3). A general study of the composition of the Earth and the processes that continually change its surface features, including plate tectonics, earthquakes, volcanic activity, weathering, erosion, and the rock cycle. The format includes lectures, selected experiments and field experiences. Prerequisite: PHSC 15 with a grade of C- or better.

113. Astronomy (3). General facts and principles of the science of astronomy. Ancient astronomy;

measurement techniques; birth, evolution and death of stars; the solar system; galaxies, extraterrestrial life. The format includes lectures, selected experiments, and field experiences. Prerequisites: MATH 7 and PHSC 15 with a grade of C- or better.

PHYSICS COURSES

8A. General Physics I (4). Introduction to physics without the use of calculus: concepts of mechanics and heat. Lecture: 3 hours. Laboratory: 4 hours. Prerequisite: Completion of MATH 1 or its equivalent with a grade of C- or better.

8B. General Physics II (4). Introduction to physics without the use of calculus: concepts of electricity, magnetism, waves and optics. Lecture: 3 hours. Laboratory: 4 hours. Prerequisite: Completion of PHYS 8A with a grade of C- or better.

POLITICAL SCIENCE

A minor in Political Science is conferred upon completion of the following 21 units of coursework. These courses analyze and explore international political struggles due to economic pressures, unstable state institutions, transient power ideology, and shifting cultural beliefs. A minor in Political Science may lead to careers in law, public policy, teaching, journalism, and international business.

POLITICAL SCIENCE COURSES

1. Introduction to Political Science: United States Government (3). A course designed to introduce the student to ideas about politics, questions of power and authority, and contextualizing the frame of reference in the United States.

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

102(W). Comparative Political Systems (3). Basic concepts of political culture, ideology, and political behavior are explored. The interaction between demands and decisions in political systems is examined in a comparative context, using case studies from Europe, Latin America, Africa, and the Middle East. (Also offered as SOCI 166(W).)

114. Comparative Revolutions (3). A study of revolutionary theories and their application to historical examples, including Iran, China, Russia, Cuba, and South Africa.

120. Dynamics of International Relations (3). Causes of war and ways to peace, with particular consideration of contemporary international issues, such as disparities in national wealth, nuclear proliferation, disarmament, and regional integration.

169. Power and Powerlessness (3). Analysis of the relationship between power and powerlessness based on the major systems of social stratification—class, race, ethnicity, and gender. Power relations are examined at the level of social structure, institutions, and social interaction in everyday life, including the economy and work, intimate relationships, belief systems, and violence. (Also offered as SOCI 169.)

196. Political Science Internship (3). A course enabling students to engage in an internship within the political community to explore different avenues for research and job opportunities.

PSYCHOBIOLOGY

Psychobiology at Holy Names University is an interdisciplinary program focused on the study of the relationships between physiological processes and behavior in human beings and other animal species. Psychobiology majors take coursework within the areas of psychology and biology and are typically prepared for a variety of careers including those involving laboratory research and field work. The major prepares students for graduate studies in physiological psychology, animal behavior, and neuroscience. It is also suitable as a preparation for teaching, counseling, and health science fields including medicine.

To accommodate the interests of different students, the psychobiology program offers two tracks: a Bachelor of Arts degree for students planning on graduate study in psychology and a Bachelor of Science degree for students with an interest in biological research or medicine. Students who wish to major in psychobiology must first complete the appropriate preparatory courses with a grade of C or higher. As part of the major, students take courses dealing with human and animal neurophysiology and human cognition. In their senior year, all majors (1) take a capstone course in which they write a comprehensive paper or (2) write a senior thesis, involving an original piece of research, under faculty supervision.

Prerequisites and Entry into the Program in Psychobiology

Faculty advisors confer with each entering student to determine an appropriate course of study based on the student's preparation and objectives. The University offers both the Bachelor 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.

BACHELOR OF ARTS IN PSYCHOBIOLOGY

A total of 32 units of preparation and a minimum of 35 units of coursework within the major distributed across Psychology and Biological Sciences.

Preparation for the Major (32 units)

| | |
|---------------|--|
| CHEM 1A & 1B | General Chemistry (5, 5) |
| CHEM 18 & 18L | Organic Chemistry I with Lab (4, 1) |
| BIOL 1A & 1B | Principles of Biological Science with Lab (4, 4) |
| PSYC 1 | Introduction to Psychology (3) |
| PSYC 20 | Introductory Psychology Seminar (3) |
| PSYC 63 | Statistical Methods (3) |

Major Requirements (35–36 units)

| | |
|--------------------|---|
| Biology (16 units) | |
| BIOL 100 | Animal Behavior (3) |
| or BIOL 120 | Natural History of California |
| BIOL 117, 117L | Comparative Anatomy and Embryology with Lab (3,2) |
| or BIOL 140 | Immunology (3) |
| plus BIOL 175L | Biochemistry and Molecular Biology Lab (2) |
| or BIOL 150 | Cell and Developmental Biology (3) |
| plus BIOL 175L | Biochemistry and Molecular Biology Lab (2) |

- BIOL 115 & 115L Systemic Physiology with Lab (3, 2)
 BIOL 160 Mendelian and Molecular Genetics: (3)
- Psychology (16 units)
 PSYC 100(W) Experimental Psychology (4)
 PSYC 120 Learning and Cognition (3)
 PSYC 124 Physiological Psychology (3)
 PSYC 132 Cognitive Development (3)
- plus one of the following:
 PSYC 134 Personality & Social Development (3)
 PSYC 140 Social Psychology (3)
 PSYC 160 Psychology of Personality (3)
 PSYC 168 Psychopathology (3)
- Senior Seminar (3–4 units)
 PSYC/BIOL 195(W) Senior Seminar (4)
 or PSYC/BIOL 198 Senior Thesis (3)

BACHELOR OF SCIENCE IN PSYCHOBIOLOGY

A total of 45 units of preparation and a minimum of 39 units of coursework within the major, distributed across Psychology and Biological Sciences.

Preparation for the Major (45 units)

- CHEM 1A, 1B General Chemistry (5,5)
 CHEM 18, 18L Organic Chemistry I with Lab (4,1)
 CHEM 19, 19L Organic Chemistry II with Lab (4,1)
 BIOL 1A, 1B Principles of Biological Science (4,4)
 PHYS 8A, 8B General Physics I, II with Lab (4,4)
 PSYC 1 Introduction to Psychology (3)
 PSYC 20 Introductory Psychology Seminar (3)
 PSYC 63 Statistical Methods (3)

Major Requirements (39–40 units)

- Biology & Chemistry (20 units)
 BIOL 100 Animal Behavior (3)
 or BIOL 120 Natural History of California
 BIOL 117, 117L Comparative Anatomy and Embryology with Lab (3,2)
 or BIOL 140 Immunology (3)
 plus BIOL 175L Biochemistry and Molecular Biology Lab (2)
 or BIOL 150 Cell and Developmental Biology (3)
 plus BIOL 175L Biochemistry and Molecular Biology Lab (2)
 BIOL 115, 115L Systemic Physiology with Lab (3, 2)
 BIOL 160 Mendelian and Molecular Genetics (3)
 CHEM 130 Biochemistry (4)
- Psychology (16 units)
 PSYC 100(W) Experimental Psychology (4)
 PSYC 120 Learning and Cognition (3)
 PSYC 124 Physiological Psychology (3)
 PSYC 132 Cognitive Development (3)
- plus one of the following:
 PSYC 134 Personality & Social Development (3)
 PSYC 140 Social Psychology (3)
 PSYC 160 Psychology of Personality (3)
 PSYC 168 Psychopathology (3)

- Senior Seminar (3–4 units)
 PSYC/BIOL 195(W) Senior Seminar (4)
 or PSYC/BIOL 198 Senior Thesis (3)

See Psychology, Biological Sciences, and Chemistry for course listings.

PSYCHOLOGY

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

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

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

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

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

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

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

Preparation for the Major

Psychology (traditional program):

- PSYC 1 Introduction to Psychology
 PSYC 20 Introductory Psychology Seminar

Psychology (adult program):

- PSYC 1 Introduction to Psychology
 SOCI 1 Introduction to Sociology

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

Quantitative (both programs):

- PSYC 63 Statistical Methods

Biological (both programs) :

- BIOL 15 Fundamentals of Physiology

Strongly Recommended Courses:

Social Science:

- SOCI 1 Introduction to Sociology

Philosophy:
PHIL 40(W) The Human Person

Major Requirements (30 upper-division units)

Statistics-Methodology (8 units):

PSYC 100(W) Experimental Psychology
PSYC 108(W) Field Methods

Breadth: One course from each of the following four areas. (Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.)

a. Biological and Cognitive Psychology (3 units):

PSYC 120 Learning and Cognition
PSYC 124 Physiological Psychology
PSYC 125 Psychology of Emotion
PSYC 128 Human Sexuality
PSYC 132 Cognitive Development

b. Social Psychology (3 units):

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

c. Developmental Psychology (3 units):

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

d. Personality and Clinical Psychology (3 units):

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

History of Psychology (4 units):

PSYC 195(W) Senior Coordinating Seminar

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

Psychology Emphases

As the study of psychology presents varied career possibilities, the psychology program offers five study tracks or emphases. The specified courses satisfy the Breadth and elective requirements in psychology.

Graduate School Emphasis

Area concentration prepares the student for graduate work in either cognitive, developmental, social, personality, or clinical psychology.

Course work includes:

PSYC 100(W) Experimental Psychology
PSYC 108(W) Field Methods
PSYC 124 Physiological Psychology
plus four courses in area of concentration.

Ministry Emphasis

The Psychology major with a Religious Studies minor prepares the student for work in ministry settings. The Religious Studies minor is developed in conjunction with the Religious Studies program.

Course work includes:

PSYC 128 Human Sexuality
PSYC 140 Social Psychology
PSYC 143 Group Processes and Communication
SOC 130 Contemporary Families
PSYC 130 Child and Adolescent Development
or PSYC 131 Adult Development and Aging
PSYC 160 Psychology of Personality
or PSYC 167 Counseling Theories and Procedures

Business Emphasis

The Psychology major with a Business emphasis is a career-oriented program designed to prepare students to work in areas of management, personnel, and human services.

Course work includes:

PSYC 120 Learning and Cognition
PSYC 131 Adult Development and Aging
PSYC 140 Social Psychology
PSYC 143 Group Processes and Communication
PSYC 148(W) Organizational Behavior
PSYC 160 Psychology of Personality
or PSYC 167 Counseling Theories and Procedures

Clinical and Community Services Emphasis

The Psychology major with an emphasis in clinical and community service prepares students to work in human services or to go on to graduate school in clinical or counseling psychology. The student may wish to develop a Sociology minor for this emphasis.

Course work includes:

PSYC 128 Human Sexuality
PSYC 143 Group Processes and Communication
PSYC 160 Psychology of Personality
PSYC 167 Counseling Theories and Procedures
PSYC 168 Psychopathology
SOC 130 Contemporary Families

plus one of the following:

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

THE MINOR

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

PSYCHOLOGY COURSES

1. Introduction to Psychology I. (3). An introductory survey of the major areas within psychology including psychological development, human cognition, psychophysiology, personality theory, psychopathology, and social interaction. .

20. Introductory Psychology Seminar (3). A review of the psychological literature within a single area of psychology with practical applications in community settings. As part of this introductory seminar, students will gain experience on how to review and critically assess prior research in psychology. Students will also be expected to do volunteer work weekly with a school, counseling center, or nonprofit organization where they can apply what they have learned in the seminar to nonacademic situations. Prerequisites: PSYC 1 and Psychology major or Instructor Permission.

30. Introduction to Life-Span Development (3). An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social, and culture dimensions of development.

63. Statistical Methods (3). An introduction to the statistical analysis of behavioral data, including the use and interpretation of frequency tables and graphical representations, measures of central tendency and variability, probability, sampling theory, correlation, parametric and nonparametric tests. Prerequisite: MATH A or B or equivalent with grade of C- or better. (Also offered as ECON 15, SOCI 63, and SOCI 105.)

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.

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: PSYC 63 or equivalent with a grade of C- or better and either PSYC 1 or SOCI 1 with a grade of C- or better. (Also offered as SOCI 108(W).)

120. Learning and Cognition (3). An introduction to the issues, theories, principles, and practical applications of cognitive psychology. Topics include learning, attention, perception, mental imagery, memory, knowledge, representation, language processing, problem-solving, decision-making, and creativity. Prerequisite: PSYC 1 or consent of instructor.

124. Physiological Psychology (3). A study of the biological bases of behavior in animals and humans. Emphasis is on the physiological process of neuron activity, sensory systems of vision and audition, learning and memory, diurnal functions, and selective disorders of the brain. Prerequisite: PSYC 1 and BIOL 15 or consent of instructor. (Also offered as BIOL 124.)

125. Psychology of Emotion (3). A comprehensive overview of the study of human emotions. As part of this course, students learn about the basic theories of emotion (from classical philosophy to modern approaches in neuroscience), the physiological substrates of emotion, the methods of emotion research, and the core findings of emotion research as they apply to clinical, applied, and research psychology. Prerequisite: PSYC 1 or consent of instructor.

128. Human Sexuality (3). A survey course addressing human sexuality from a variety of perspectives—psychological, physiological, legal, religious, and cultural. Topics include sexual anatomy and physiology, reproduction, contraception, abortion, sexually-transmitted diseases, PMS, AIDS, and rape.

130. Child and Adolescent Development (3). A survey of fundamental principles, theories, and research in both child and adolescent development, including an examination of cognitive, emotional, physical, and social aspects of the development of children and adolescents. Consideration is given to the social context of childhood and adolescence and to the adolescent's transition to adulthood.

131. Adult Development and Aging (3). An examination of young adulthood, middle age, and

aging. Physical, intellectual, social, personality, and career development will be covered, as well as issues such as pregnancy and childbirth, parenting, mid-life transitions, death, and bereavement.

132. Cognitive Development (3). A survey of the changes in cognitive abilities from birth to adolescence focusing on six areas of intellectual development: perception, conceptual representation, memory, language acquisition, problem solving, and reasoning. The course emphasizes both normal and abnormal development, and serves as a preparation for teaching and/or graduate study in child, developmental, or educational psychology.

134. Personality and Social Development (3). A comprehensive analysis of the cognitive changes and life experiences that contribute to the development of personality characteristics and the quality of interpersonal relationships. Special attention is given to the development of emotional ties, impulse control, independence, competence, caring, morality, self-worth, and personal identity.

140. Social Psychology (3). An investigation of how the behavior or feelings of one individual are influenced by the behavior and/or characteristics of others. Topics include: perception of self and others, attribution processes, attitudes, attraction, social influence, conformity, power, aggression, and groups. (Also offered as SOCI 140.)

143. Group Processes and Communication (3). A course designed to give an understanding of interpersonal, group, and intergroup behavior using experiential learning methods. Topics covered: verbal and nonverbal communication, problem solving, conflict management, leadership, competition and cooperation, norms, and intergroup influence. Limited enrollment. (Also offered as SOCI 143 and COMM 143.)

147. Gender Issues (3). An examination of the various psychological, social, and political issues related to gender from multiple theoretical perspective. Topics include, but are not limited to the differences between men and women, the development of masculine and feminine sex roles, and the social construction of gender appropriate behavior. (Also offered as SOCI 147.)

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

160. Psychology of Personality (3). Application of the scientific method to an understanding of normal personality—its description, development, and evaluation. Methods of personality assessment, including interview techniques, case studies, and psychological testing are also introduced.

167. Counseling Theories and Procedures (3). An overview of current approaches, techniques, and issues in counseling, including a consideration of these approaches: person-centered, psychodynamic, cognitive and behavior therapy, reality therapy, gestalt, and transactional analysis. Prerequisite: PSYC 160 recommended.

168. Psychopathology (3). The study of psychological disturbances: anxiety and depressive reactions, psychoses, and character disorders and the role of psychodynamic, cognitive, social, and biological factors etiology. Prerequisite: PSYC 160 recommended.

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.

176. Psychology of Religion (3). A study of the psychological roots of religious experience using basic ideas of James, Freud, Jung, Maslow, and Fowler. Topics covered: conscience and guilt, conversion and healing, archetypes, unconscious and altered states of consciousness, and mysticism.

195(W). Senior Coordinating Seminar (4). A review of the history of psychology, intended as an integrating theme for seniors completing the Psychology major. As part of the seminar, students research a topic of personal interest to present in both written and seminar format; a presentation of students' research is made to the University community at the end of the course. Preparations for career applications in psychology are also addressed. Prerequisite: Psychology major and Senior standing.

196. Internship in Psychology (1-3). Supervised on- or off-campus work experience in a research laboratory, business office, community service agency, or school setting, designed to provide professional training related to psychology. Students arrange for an internship related to their professional interests and goals and, under the guidance of a faculty advisor, develop an internship plan that outlines specific work responsibilities and learning outcomes. Prerequisite: Advisor approval.

RELIGIOUS STUDIES

The Department of Religious Studies welcomes students from a wide variety of faith and secular traditions and cultural backgrounds. Courses provide the opportunity to explore one's own spiritual questions and traditions, and the religious experience of peoples around the world. The Department offers a special focus on Christian and Catholic faith, spirituality, tradition, and ethics. We also offer courses exploring Human Rights, Intercultural Perspectives on the Human Person, Social and Medical Ethics, Buddhism and Hinduism, Mesoamerican and African Religions, Women's Spirituality and Peacemaking, Study Abroad trips to Mexico and El Salvador, the Liturgy Group Practicum, and more. The Department offers courses that satisfy the general Education requirement undergraduates, the undergraduate major in Religious Studies, and the master's degree in Pastoral Ministries (see Graduate Programs for this degree).

Religious Studies majors must take four core classes, in which philosophical and religious perspectives on human personhood, human and social political life, human values, and world wisdom traditions are examined and compared. The remainder of the religious studies requirements is designed to meet discipline-specific goals. The Senior Seminar in Religious Studies and the student's portfolio are used to assess the program.

A major in Religious Studies has many uses. In addition to preparation for graduate studies or for a specific career-oriented goal in ministry or education, majors have gone on to successful careers in such fields as law, journalism, social services, and public service.

MAJOR IN RELIGIOUS STUDIES

Preparation for the Major

| | |
|--------------------|--|
| RLST 10 | Introduction to Scripture: Hebrew Scriptures |
| or RLST 15 | Introduction to Scripture: New Testament |
| RLST/PHIL 20(W) | Moral Choices in Contemporary Society |
| or RLST/PHIL 40(W) | The Human Person |

Requirements for the Major (24 upper-division units)

| | |
|-----------------------|--|
| RLST 110 | Introduction to Scripture: Hebrew Scriptures |
| or RLST 115 | Introduction to Scripture: New Testament |
| RLST/PHIL 120(W) | Moral Choices in Contemporary Society |
| or RLST/PHIL 140(W) | The Human Person |
| RLST/PHIL 122 | Religion and Philosophy of Human Rights |
| RLST/PHIL 175 | World Wisdom Traditions |
| RLST 160 | Christianity: History and Foundations |
| RLST 165A, B, C, or D | Themes in Contemporary Theology |

RLST 195 Senior Seminar in Religious Studies
One upper division elective in Religious Studies.

Note: Although some courses are listed more than once, a course used to satisfy a requirement in one area of the major cannot be used to satisfy a requirement in another.

THE MINOR

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

RELIGIOUS STUDIES COURSES

10/110. Introduction to Scripture: Hebrew Scriptures (3). A study of the Hebrew Scriptures (Old Testament) against the background of the religion, politics, history, and culture of Israel and its neighbors, and in relation to modern humanity's social and religious concerns.

15/115. Introduction to Scripture: New Testament (3). An overview of earliest Christianity as portrayed in the major epistles of Paul and in the Gospels. This course will focus upon the origin and formation of these faith documents and their role as sources of Christian belief and life.

20/120(W). Moral Choices in Contemporary Society (3). The course will provide an opportunity to develop a method for the evaluation and analysis of moral issues and to examine the function of religion, culture, personal history and philosophical theories in making ethical decisions. Upper-division students will explore these issues at a deeper and more complex level of analysis. (Also offered as PHIL 20/120(W).)

130A: Spirituality and Social Justice (3). This course will explore the meaning of social justice as one component of Christian spirituality, focusing on social issues such as poverty, oppression, human dignity, and holiness. As one part of this Community-Based Learning course, the students will travel together to Tutwiler, Mississippi to engage with and serve that impoverished community.



40/140(W). The Human Person (3). This course will introduce the student to some of the great philosophical and religious traditions as they probe questions about being human—soul, freedom, meaning, community, purpose. Upper-division students will explore these issues at a deeper and more complex level of analysis. (Also offered as PHIL 40/140(W).)

60/160. Christianity: History and Foundations (3). A study of fundamental issues, beliefs, and structures of the Christian faith, and of the historical roots of its present diversity.

75/175. World Wisdom Traditions (3). This course explores some of the major religious and philosophical traditions of the world, such as Hinduism, Buddhism, Judaism, Christianity, Islam and the beliefs and rituals of traditional societies. (Also offered as PHIL 75/175.)

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. (Also offered as PHIL 122.)

161. Catholicism: Spirituality and Beliefs (3). A survey of selected topics in the Catholic spiritual and theological traditions.

165. Themes in Contemporary Theology (3,3,3,3). An exploration of selected areas of contemporary theology, such as A. Sacraments/Worship; B. Jesus and His Followers; C. Liberation; E. Spirituality. Course may be repeated with a different theme.

177. Religion in Mexico (3). Offered in connection with the HNU Study Abroad in Mexico, consists of a 7-10 day study and immersion trip plus 7 class meetings during the semester either before or after the trip. Topics include Pre-Columbian religion, early Meso-American Christianity, and the interaction of contemporary Mexican religion, culture, and politics. Twenty hours of service in the local Latino community are required. LALS 177 should be taken in the same academic year.

178. Global Liberation Theology (3). Offered in connection with the HNU Study Abroad in El Salvador, consists of a 7-10 day study and immersion trip plus 7 class meetings during the semester either before or after the trip. Topics include Latin American liberation spirituality and theology, the “option for the poor” and Catholic Social Teaching, the assassinations of Archbishop Oscar Romero and the Jesuit faculty of the University of Central America, the role of U.S. foreign policy, and the history of El Salvador. Twenty hours of service in the local Latino community required. LALS 178 should be taken in the same academic year.

195(W). Senior Seminar in Religious Studies (3). This course examines the structures of modern religious studies and the hermeneutical starting points adopted by representative modern and contemporary authors.

SOCIOLOGY

Sociology studies social systems, institutions, structures, cultures, interaction, processes, and problems. It attempts to explain how puzzling social phenomena arise from understandable social action and interaction and how social forces shape individuals, groups, and nations. Sociology’s aim is to provide an understanding of the significant social influences on various segments of society (persons, groups, and institutions).

At Holy Names University, the Sociology major and minor offer a wide variety of courses that are designed to expand students’ understanding of complex social forces, issues, and trends within the United States and globally. Students learn to think objectively and analytically about many aspects of contemporary and past societies, including current issues concerning race, class and gender. Students learn how societies and groups function, how social forces influence individuals and groups, and how sociological skills can be applied to everyday life and work. Many courses are interdisciplinary, linking Sociology with history, psychology, and political science. Courses emphasize critical thinking, writing, ethical reasoning, and research skills. Majors are encouraged to learn through internships as well as in the classroom. The Sociology major prepares students for

work in social service agencies, business, research, and for graduate work in sociology, social work, public administration, and law. Sociology graduates may become specialists in public relations, communications or personnel management in all types of organizations.

The goals of this program are: (1) to promote greater understanding of social dynamics and human relations in the United States and around the world; (2) to develop skills needed for sociological analysis and critical thinking about social issues and problems; (3) to foster appreciation of people with different values, beliefs, traditions, social experiences, and lifestyles; (4) to enhance skills of oral and written communication; and (5) to learn to apply sociological knowledge and skills in institutions, the community, advanced study, work, public service, and daily life. In order to assess these goals, students majoring in sociology are expected to compile a portfolio, which they will review with their advisor in the final semester of their senior year. This portfolio will consist of the following pieces of work: the final SOCI 108(W) Field Methods paper; the ISAC 195(W) Senior Seminar paper; the SOCI 196 Internship paper; and two other critical review essays done in any upper-division Sociology course. Further guidelines for completing this portfolio will be discussed with the student during initial advisement. The cumulative grade for all work in the portfolio is expected to be C or above.

Preparation for the Major

| | | |
|----|--------------|----------------------------------|
| | SOCI/ANTH 5 | Culture, Experience, and Society |
| or | PSCI 6 | World Politics and Geography |
| | PSYC 1 | Introduction to Psychology |
| | SOCI 1 | Introduction to Sociology |
| | SOCI/PSYC 63 | Statistical Methods |

Major Requirements (28 upper-division units)

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

International Affairs:

| | | |
|----|---------------------------|-------------------------------|
| | SOCI 166 (W)/PSCI 102 (W) | Comparative Political Systems |
| or | PSCI 114 | Comparative Revolutions |

Public Policy:

| | | |
|----|----------|---------------------------------------|
| | SOCI 160 | The City: Power, Politics and Change |
| or | SOCI 162 | Contemporary Social Problems |
| or | SOCI 163 | Images of Deviance and Social Control |

Social Issues and Services:

| | | |
|----|----------|-----------------------|
| | SOCI 130 | Contemporary Families |
| or | SOCI 147 | Gender Issues |

Race and Ethnic Relations:

Choose one:

| | | |
|--|----------|--|
| | SOCI 172 | African American Communities and Experiences |
| | SOCI 174 | Asian American Communities and Experiences |
| | SOCI 177 | Latino/Hispanic Communities and Experiences |
| | SOCI 179 | U.S. Cultural Experiences: Special Topics |

Applied Sociology

| | | |
|--|----------|---------------------|
| | SOCI 196 | Academic Internship |
|--|----------|---------------------|

THE MINOR (21 UNITS)

Minor must include SOCI 1.

SOCIOLOGY COURSES

1. Introduction to Sociology (3). This course introduces students to key sociological theories and concepts, areas of research, and major social issues. These include urbanization, global change, institutions, social stratification, deviance and crime, problems of class, race, gender, and age. Emphasis is on society and social change in the United States. Students are challenged to apply sociological perspectives to contemporary issues in their everyday lives.

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

63/105. 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 non-parametric tests. Prerequisites MATH A or B with grade of C- or better. (Also offered as PSYC 63 and ECON 15.)

81/181. Workplace and Social Services Issues (3). This course examines the management of social service issues in the workplace and in the Bay Area community. Special topics covered in the course include: workplace diversity, older workers, domestic violence, gender, inequality and sexism, alcohol and drug abuse, AIDS/HIV, and domestic violence.

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. (Also offered as ECON 152(W).)

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: PSYC 63 or equivalent with grade of C- or better and either PSYC 1 or SOCI 1 with a grade of C- or better. (Also offered as PSYC 108(W).)

130. Contemporary Families (3). The analysis of the historical and social forces shaping family structure, power relations based on gender and age, family interaction, and their effects on individual members. Racial, ethnic, and class differences in families and contemporary diversity.

140. Social Psychology (3). An investigation of how the behavior or feelings of one individual are influenced by the behavior and/or characteristics of others. Topics include: perception of self and others, attitudes, attraction, social influence, conformity, power, aggression and groups. (Also offered as PSYC 140.)

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 climate, and intergroup influence. Limited enrollment. (Also offered as PSYC 143 and COMM 143.)

147. Gender Issues (3). An examination of the various psychological, social, and political issues related to gender from multiple theoretical perspective. Topics include, but are not limited to the differences between men and women, the development of masculine and feminine sex roles, and the social construction of gender appropriate behavior. (Also offered as PSYC 147.)

153(W). Organizational Theory (3). This course provides an analysis of contemporary complex

organizations and competitive, fast changing environments that are driving them to restructure, downsize, and re-engineer. It investigates how organizations have evolved, how they work, how they are designed, major issues confronting them, and how they can be improved. Emphasis is given to leading organizational development, with special attention to culture, conflict resolution, decision-making, communication, power, and organizational responsibility to all stake holders. Prerequisites: PSYC/BSAD 148(W) or consent of instructor. (Also offered as BSAD 153(W).)

156. Sociology of Health Care and Health Policy (3). This course focuses on the financing, structure and organization of the U.S health care delivery system. Organizational, financing and labor market issues are examined in the context of health care reform and managed care, along with strategies for social change.

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

162. Contemporary Social Problems (3). This course examines the political and social construction of major social problems in contemporary American society and how power and knowledge influence which issues become matters of public concern. Drawing on the main theoretical and methodological approaches used in the social sciences, the course will focus on topics such as crime and delinquency, poverty and inequality, homelessness, unemployment, substance abuse, family violence, public health and disease, prejudice and discrimination, and environmental pollution.

163. Theoretical Images of Crime, Deviance and Social Control (3). This course provides a detailed overview of ten major theoretical traditions for understanding crime and deviance, as well as the policy implications and social control methods recommended by each theoretical perspective. Some attention will be given to empirical studies to see how well the theories meet the test of material reality. (Also offered as CRIM 163.)

165. Racial and Ethnic Issues (3). Focuses on the historical development and structure of racial and ethnic inequality in the United States. Analyzes the experience of, and the relationships between, African-Americans, Native-Americans, Asian-Americans, Latinos, as well as Caucasians. Addresses contemporary issues including white privilege, access to education and jobs, and land rights.

166(W). Comparative Political Systems (3). Basic concepts of political culture, ideology, and political behavior. The interaction between demands and decisions in political systems is examined in a comparative context, using case studies from Europe, Latin America, Africa, and the Middle East. (Also offered as PSCI 102(W).)

169. Power and Powerlessness (3). Analysis of the relationship between power and powerlessness based on the major systems of social stratification—class, race, ethnicity, and gender. Power relations are examined at the level of social structure, institutions, and social interaction in everyday life, including the economy and work, intimate relationships, belief systems, and violence. (Also offered as PSCI 169.)

172. African American Communities and Experiences (3). Following an introduction to African culture and civilization in the early modern period, this course provides a survey and analysis of contemporary African American experiences in the United States with particular attention to the history of the African American struggle, the contributions of African American political and cultural leaders, and the problems of racism. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as HIST 172.)

174. Asian American Communities and Experiences (3). An introduction to the culturally diverse experiences of the various Asian-American communities in the United States. Includes an analysis of the immigrant experience and contemporary issues of race, class, and gender by utilizing fiction and non-fiction works by Asian American authors. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as HIST 174.)

177. Latino/Hispanic Communities and Experiences (3). An introduction to the diverse experiences of Latino communities in the United States, employing comparative perspectives and interdisciplinary approaches. The course utilizes literature and nonfiction by Latino/Hispanic authors as well as other sources of information about Latino history and culture. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as HIST 177.)

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. Prerequisite: HIST 17A or 17B or equivalent. (Also offered as HIST 179.)

196. Academic Internship (1,3). Students as late juniors or seniors, in consultation with their advisor, will choose to do an academic internship in an organization related to their career goals. This course will feature a journal of the experience and a final integrative paper tying their field experience to what they have learned in the classroom.

198. Advanced Research Methodology (3). A tutorial designed to afford opportunities to senior students for acquiring greater expertise in the skills of research.

SPANISH STUDIES

In all levels of our Spanish courses, students use the language to communicate with others, both in the classroom and in specific activities in the dynamic Spanish-speaking communities of the Bay Area. All of our courses use computer activities to improve writing skills, to communicate with other students in Spanish-speaking countries, and as a reference tool. Through campus interdisciplinary activities, field trips, service-learning projects and internships, students experience first-hand how Spanish is used in the professions of their choice.

To become more proficient and to enhance career opportunities, students may spend time abroad. The student club, Latinos Unidos, attracts many students of Spanish with its lively on-campus activities and outreach to the Hispanic/Latino community.

Please see the earlier section for information about the major in Latin American and Latino/a Studies.

THE MINOR:

A minimum of 21 units in Spanish Studies, 12 of which must be in upper-division courses that include the following:

| | |
|--------------|--|
| SPST 101(W) | Advanced Spanish: Reading and Writing |
| and SPST 102 | Advanced Spanish: Listening and Speaking |
| SPST 115 | Cultures of Spain |
| or SPST 116 | Cultures of Latin America |

SPANISH STUDIES COURSES

1. Beginning Spanish I (3-4). Immediate understanding and speaking of Spanish through interaction with the instructor and fellow students around real-life situations reinforced by home and classroom use of audio and videotapes. Reading of adapted and authentic material, some via Internet; songs, games, and poems. Structured writing assignments, including some by e-mail. Introduction to the nature of language and to cultural awareness. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components.

2. Beginning Spanish II (3-4). Continuation of Spanish 1, with increased emphasis on oral and written language production and class participation. (Prerequisite: SPST 1, second year of high school Spanish with a minimum grade of C-, or consent of instructor.)

3. Intermediate Spanish I (3-4). Review of basic elements of Spanish, with daily conversations

based on readings and films on culturally diverse topics from the Spanish-speaking world. Oral reports, compositions, poems, songs, and visual aids. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components. (Prerequisite: SPST 2, third year of high school Spanish with a minimum grade of C-, or consent of instructor.)

4. Intermediate Spanish II (3-4). Continuation of Spanish 3, with increased emphasis on oral and written language production and class and community participation. (Prerequisite: SPST 3.)

5. Spanish for Native Speakers (3-4). For students with a background in Spanish who need to upgrade their formal command of the language (vocabulary, spelling, grammar and syntax). Emphasis on reading and writing (in class), and increasing confidence in use of Spanish through oral reports and debates. A minimum of two activities in the Spanish-speaking community, one of which will have service or career components. (Prerequisite: departmental assessment.)

10. Introduction to Spanish Language and Culture I (Adult Program) (3). Designed for the adult learner, this course exposes students to Spanish in "real life" contexts, through videos and community experiences, with emphasis on comprehension and basic communication and cultural awareness.

11. Introduction to Spanish Language and Culture II (Adult Program) (3). Continuation of Spanish 10, with more emphasis on language production. (Prerequisite: SPST 10, second year of high school Spanish, or one course in college Spanish.)

96/196. Internship (1-6). Practica or field work (including recruiting) using the Spanish language. Work will be evaluated through periodic reports.

101(W). Advanced Spanish: Reading and Writing (3). Improvement of reading strategies through a variety of authentic texts (stories, letters, news items). Concentration on the writing process, in a collaborative workshop atmosphere which includes on-line work, with attention to cultural aspects of writing styles in Spanish. Introduction to literary genres and critical methods, utilizing a variety of works from the Spanish-speaking world, including U.S. Hispanic/Latino literature. Final exercise in the form of student Portfolios. (Prerequisite: SPST 4, 5, AP 5 or departmental assessment.)

102. Advanced Spanish: Listening and Speaking (3). Review of more advanced Spanish language structures and refinement of receptive and productive oral language skills, including nonverbal communication, and appropriate cultural function. Exposure to a full range of authentic Spanish speech through recordings and TV/radio broadcasts and through required communication projects with native speakers. Focus on oral skills of narration, description, and social and commercial exchange. (Prerequisite: SPST 4, 5, AP 5 or departmental assessment.)

SPORT BIOLOGY/KINESIOLOGY

The Sport Biology/Kinesiology major focuses on the study of the relationship between physical activity and science, particularly exercise physiology, biomechanics and nutrition. Sport Biology majors take coursework within the areas of biology and physical education. Student learning and development is enhanced by small class sizes and close interaction with professors. This program emphasizes the development, interpretation, application and dissemination of knowledge that relates physical activity to human health, and prepares students for the ACSM exercise specialist certification, professional careers or graduate school.

BACHELOR OF ARTS IN SPORT BIOLOGY

Preparation for the Major (27 units)

| | |
|--------------|--|
| BIOL 1A & 1B | Principles of Biological Science with laboratory (4, 4) |
| BIOL 17 | Human Anatomy with laboratory (4) |
| CHEM 7 | Introductory Chemistry for Health Sciences with laboratory (4) |

| | |
|--------------------------------------|--------------------------------------|
| NUTR 1 | Fundamentals of Nutrition (3) |
| PHED | Intercollegiate Sports or PE (1) |
| PHED 16 | First Aid/CPR (1) |
| PHSC 15 | Fundamentals of Physical Science (3) |
| MATH 60/ECON 15/ PSYC 63/SOCI 105 | Statistics (3) |
| MATH 1 | Precalculus (recommended as GE) |

Major Requirements (25-28 units)

| | |
|-----------|--|
| COMM 101 | Organizational Communication (3) |
| BSAD 170 | Sports Organization and Leadership (3) |
| BIOL 115 | Human Physiology (3) |
| BIOL 115L | Exercise Physiology Lab (2) |
| BIOL 111 | Kinesiology and Biomechanics (3) |
| PSYC 174 | Sport Psychology (3) |
| PHED 111 | Sport Theory (3) |
| PHED 110 | P.E. for Teachers (1) |
| BIOL 196 | Internship (3-6) |
| BIOL 195W | Senior Seminar (1) |

BACHELOR OF SCIENCE IN SPORT BIOLOGY

Preparation for the Major (41 units)

| | |
|--------------------------------------|---|
| BIOL 1A & 1B | Principles of Biological Science with laboratory (4, 4) |
| BIOL 17 | Human Anatomy with laboratory (4) |
| CHEM 1A & 1B | General Chemistry I & II (5, 5) |
| CHEM 18, 18L, 19, 19L | Organic Chemistry I, II with laboratory (4,4) |
| PHYS 8A, 8B | General Physics I, II (4,4) |
| MATH 60/ECON 15/ PSYC 63/SOCI 105 | Statistics (3) |
| MATH 1 | Precalculus (recommended) |
| MATH 11 | Calculus I (recommended) |

Major Requirements (32-35 units)

| | |
|----------------|---|
| BIOL 115 | Human Physiology (3) |
| BIOL 115L | Exercise Physiology Lab (2) |
| BIOL 111 | Kinesiology and Biomechanics (3) |
| PSYC 174 | Sport Psychology (3) |
| BIOL 185, 185L | Physiological Chemistry with laboratory (3,2) |
| BIOL 160 | Genetics (3) |
| BIOL 196 | Internship (3-6) |
| BIOL 195W | Senior Seminar (1) |

Plus 9 units of electives in upper division Biology, selected from offerings according to student interest.

UNITED STATES CULTURES

United States Cultures is a coherent series of courses which can be taken as a minor or as part of a self-designed major; United States Cultures is not a major by itself. United States Cultures is designed to give students a deeper appreciation of the histories, perspectives, and creative contributions of individuals from the broad spectrum of United States society. To this end, coursework focuses not only on the experiences of different racial and ethnic communities, but also gives consideration to contemporary issues relating to social class, gender, religion, and sexual orienta-

tion. 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 (6 units)

| | |
|----------|-------------------------------|
| HIST 17A | United States History: Survey |
| HIST 17B | United States History: Survey |

Social Science (3 units)

| | |
|--------|----------------------------|
| ANTH 1 | Sociocultural Anthropology |
| SOCI 1 | Introduction to Sociology |

Upper Division Courses

Racial and Ethnic Issues (3 units)

| | |
|-------------|--|
| SOCI 165 | Racial and Ethnic Issues |
| or HIST 170 | United States: Social and Cultural History |

Comparative Social Issues (6 units from two of the following three areas)

Gender

| | |
|--------------|---------------|
| SOCI/PSYC147 | Gender Issues |
|--------------|---------------|

Religion

| | |
|-----------|-------------------------------|
| RLST 165C | Liberation Themes in Theology |
|-----------|-------------------------------|

Language

| | |
|-------------|-------------------------|
| LING 147 | Modern American English |
| or LING 154 | Sociolinguistics |

Literary Expression (3 units)

| | |
|-------------|----------------------------------|
| ENGL 131 | 20th Century American Literature |
| or ENGL 133 | American Literature: Self-Images |

Methodology (4 units)

| | |
|-------------|---------------|
| SOCI 108(W) | Field Methods |
|-------------|---------------|

Cultural Experience (6 units)

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

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

PRE-PROFESSIONAL CONCENTRATIONS

PRE-LAW CONCENTRATION

An undergraduate education in the liberal arts is the best preparation for students interested in law school, although Pre-law concentration students may major in a number of disciplines. Students obtain a Pre-law Concentration designation on their transcripts by taking 18 approved upper-division units as part of or in addition to their major. Suggested courses include Social Psychology, Social and Political Philosophy, Presentation Strategies, and Moral Choices in Contemporary Society.

Suggested Courses

Lower-Division

| | |
|-------------|---|
| BSAD 18 | Business Law |
| ECON 1 or 2 | Principles of Economics |
| HIST 17A,B | United States History: Survey |
| PHIL 2 | Logic |
| PSCI 1 | Introduction to Political Science: United States Government |

Upper-Division

| | |
|-------------|--|
| COMM 110 | Presentation Strategies |
| ENGL 108(W) | Professional Writing |
| HIST 170 | United States: Social and Cultural History |
| PHIL 122 | Social and Political Thought |
| PSYC 140 | Social Psychology |
| RLST 120(W) | Moral Choices in Contemporary Society |

PRE-HEALTH SCIENCES / MEDICINE CONCENTRATION

Holy Names University offers an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered medicine, dentistry, physical therapy, pharmacy, podiatry, medical laboratory technology and chiropractic medicine. Students wishing to pursue a career in medicine or any other health care field should consult with the advisor for Pre-Professional Health Science in the Division of Mathematics and Sciences.

Medicine

Historically, Holy Names University students intending to enter the medical fields have majored in Biological Science or Chemistry. However, medical schools give equal consideration to students with any major, as long as students have completed the prerequisite coursework that can be satisfied by the Health/Medicine Concentration. Thus, a student interested in medicine should consider personal interest, aptitude and alternative career goals when deciding upon a major field of undergraduate study.

Virtually all medical schools desire that students take the following coursework as undergraduates: the year long sequences of general inorganic chemistry (CHEM 1A, 1B), organic chemistry (CHEM 18, 119 with labs), general biology (BIOL 1A, 1B), general physics (PHYS 8A, 8B including lab), and English (ENGL 1A, 1B). Some schools also require one or two terms of calculus. This basic coursework should be completed by the end of the junior year so that the Medical College Admission Test (MCAT) may be taken then. It is advisable to take at least one or two upper-division-science courses as electives if a major other than science is chosen. Most medical schools require additional coursework in biochemistry, cell biology, psychology, or foreign language, as well as internships or volunteer work in a clinical setting. Students are encouraged to obtain copies of catalogs from prospective medical schools to determine specific requirements. All pre-medical students, regardless of academic major, should seek to discuss their program of studies with the advisor for Pre-Professional Health Science upon entrance to HNU and thereafter on a regular basis.



Dentistry

Most dental colleges review a prospective student's overall academic record for admissions, paying special attention to the student's performance in science courses. Therefore, the most advisable major is Biological Science. The general courses required are the same as for pre-medical students and should be completed prior to taking the DAT examination in the junior year. Pre-dental students should plan a course of study which matches the requirements of the preferred dental school. These vary even more widely than medical schools, so close advising is very helpful.

Physical Therapy

Physical therapy candidates are strongly encouraged to major in Biological Science at Holy Names University. The entrance requirements for physical therapy include general chemistry, general biology and general physics, as well as courses in human anatomy, systemic physiology, physical educa-

tion and psychology. Additional courses in psychology, sociology, statistics, and physical education may also be needed depending upon the requirements of the Master's program chosen. For further information contact the advisor of Pre-Professional Health Science.

Occupational Therapy

Occupational therapy is closely related to Physical Therapy in orientation. It differs only in additional requirements in psychology and the arts. Most Masters' programs in OT require a year of general biology (BIOL 1A, 1B), anatomy and physiology (BIOL 117 and 115), psychology (PSYC 1A, 1B, 131, 168) and sociology (SOCI 1). For further information contact the advisor for Pre-Health Science in the Biological Science Department.

Pharmacy

Students wishing to enter the career of pharmacy should major in Biological Science or a self-designed major. They need coursework in statistics (PSYC 63), microbiology (BIOL 145) and biochemistry (CHEM 130 and/or 185)..

Veterinary Medicine

Biological Science and Chemistry are the traditional majors for pre-Vet-Med students. However, as with pre-med, any major is an option for a student desiring to become a veterinarian. The coursework requirements are identical to those for Pre-Medicine (see above under Medicine). Some schools have specific requirements for statistics (PSYC 63), cell and developmental biology (BIOL 150), and comparative vertebrate anatomy (BIOL 117). Experience working with animals is a universal prerequisite for admissions to veterinary programs, and graduates also must take the Graduate Record Examination (GRE). It is best to obtain a catalog from the prospective schools and complete the courses required for the school of choice. Close contact with and advising from the advisor for Pre-Health Science in the Biological Science Department is strongly recommended for the entire undergraduate program.

Other Health Professions

Holy Names University provides pre-professional preparation for many other health care fields including clinical sciences, medical laboratory technology, respiratory therapy, optometry, podiatry, dental hygiene and chiropractic medicine. Students interested in any of the above fields should contact the advisor for Pre-Health Science in the Biological Science Department.



GRADUATE DIVISION

ADMISSION POLICIES AND PROCEDURES

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

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

Meeting the special needs of those who desire graduate study on a part-time basis has been a distinctive service of Holy Names University since the 1940s. Many graduate classes are scheduled in the late afternoons, evenings, or on weekends. Certain programs offer classes during the summer months. Some programs—the MBA and the MSN—are in weekend study. The program in Music Education with Kodály emphasis can be a full-time program, beginning in the summer. Students in the Sophia Center for Culture and Spirituality program may attend either full-time, part-time, or on the weekends and begin in fall or spring. In some programs students may concurrently take weekend and weekday courses in the same term.

Program advisors work closely with students to plan the sequence of courses for obtaining a degree, credential or certificate. Part-time students who stop classes for a semester, a trimester or longer, may find that their program of studies takes longer because of interrupting the sequence required in the accomplishment of some course prerequisites.

Admission Requirements

Qualifications for admission to the Graduate Division are as follows:

1. Bachelor's degree or its equivalent, conferred by an accredited institution of higher education. Submission of final, official transcript(s) showing all undergraduate and graduate records are required. Students applying to Credential programs must submit 2 official copies of all transcripts. Any foreign transcripts need to be evaluated by an educational evaluation service, processed through the Office of Admissions. Students may not attend classes without verification of the final transcripts.
2. An undergraduate record satisfactory in terms of quality of scholarship. A scholarship 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.
3. Some prerequisite examinations and courses are specified for particular fields of graduate study (see requirements in the Graduate Programs section). Some programs also require interviews or auditions.

In cases of insufficient preparation or of transfer to a different graduate program, prerequisite courses not carrying graduate credit may be prescribed. If a candidate has knowledge of a given subject for which no official record can be presented, special examinations may be given to satisfy undergraduate prerequisites, but without credit.

In some cases, students who do not meet some of the general admission requirements may be accepted on the basis of other considerations such as work experience, personal statement, or strong letters of recommendation.

Admission Requirements and Procedures for International Students

In addition to the requirements stated above, international students whose native language is not

English must present either a minimum score of 550 (paper-based), 79 (internet-based) or 213 (computer-based) on the TOEFL, or a recommendation from an ELS Language Center (Level 109). Students who have attended other language schools may submit certificates of proficiency which will be reviewed on a case-by-case basis. Other English language exams may be deemed as valid by the Faculty Admissions Committee. See www.hnu.edu for additional information. They must also present the Confirmation of Financial Resources form and associated documents and pay the tuition deposit before the University will issue an immigration form for a student visa. International students should file all documentation six to eight weeks before orientation to ensure that the acceptance process and issuance of I-20 forms are completed in time to be enrolled in the term desired. Copies of foreign transcripts in the original language and English translations of them are required for determining BA equivalency. In addition, all foreign transcripts need to be evaluated by an educational evaluation service, processed through the Office of Admissions.

English Language Proficiency for International Students

International students must have a good command of English before commencing graduate study. For all graduate programs and particularly in those demanding special facility in all aspects of the language, these students must demonstrate ability comparable with that of the native speaker of English in order to meet the expectations of the Master's program. For this reason, all international students for whom English is a second language must, upon arrival, take English proficiency/place-ment tests so that they can be advised as to the appropriate courses to take. These special courses to increase fluency in English are not credited to the advanced degree. TOEFL scores are valid for up to three years prior to the date of application to Holy Names University.

Students whose TOEFL score is 213 (computer-based), 550 (paper-based), or 79-80 (internet-based) 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

Application forms may be obtained from and should be submitted to the Office of Admissions with the application fee. Official transcripts must be sent directly from institution to institution. Letters of recommendation are also forwarded to the Office of Admissions by the senders. Additional criteria and documents for admission which are program-specific can be found in each program section or at www.hnu.edu. All documentation should be received by the Office of Admissions no later than four weeks before orientation preceding the term in which one desires to be enrolled. The Office of, in conjunction with Program Directors, admits students to Master's degree, certificate, and credential programs on an ongoing basis upon completion of the student's application file. Decisions are based upon undergraduate and postgraduate records, letters of recommendation, and the satisfaction of any special departmental requirements.

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

As soon as all documentation is received by the Office of Admissions, the applicants are reviewed by the committees concerned. All graduate students accepted by the Program Directors and the

Teacher Education Committee receive letters from the Office of Admissions admitting them into specific programs within the Graduate Division of the University.

Admissions Application Materials

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

Classification of Students

Graduate Status

Students who have been admitted to the Graduate Division to begin a program of study for a degree or certificate, have attained "graduate status."

Provisional Graduate Admission

Students who have not met all the requirements for admission to a graduate program but whose suitability for the program seems to justify acceptance are admitted provisionally. They are required to complete prescribed requirements, within a designated period of time. Ability to receive financial aid and register for future terms may be limited.

Conditional Graduate Admission

Students who have completed a baccalaureate degree before the semester in which they are seeking admission but who have not yet submitted to the Office of Admissions official proof of their baccalaureate degree are admitted on a conditional basis. Students with a conditional admittance may not take more than 9 units their first term and must clear their conditional acceptance by the end of their first term in order to register a second term. Financial aid may not be dispersed for any term until the condition is satisfied.

Special Post-Baccalaureate Status

Non-matriculated but qualified students who have a recognized Bachelor's degree may enroll in either undergraduate or graduate courses for personal enrichment or as prerequisites for a program at Holy Names University or elsewhere. Registration in specific classes requires the approval of the Program Director and the Registrar. Students who meet the requirements for special post-baccalaureate status may take courses for credit as space in the courses permits.

Not more than nine units completed at Holy Names University while in this special post-baccalaureate status may be used toward a graduate degree. Students in this status may enroll in up to 12 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.

Second Academic Program

Once admitted to the Graduate Division, the student who wishes to obtain an additional degree, credential or certificate must submit to the Office of Admissions a new application form and pay the new program fee. Transcripts remain on file, but for some programs additional letters of recommendation may be required. Time limits apply if units from the first program are to be counted as part of the second.

Graduate students who have completed one Master's degree at Holy Names University may apply to enter a second Master's program. A maximum of 12 units from the first degree may, if appropriate, be counted toward the second; time limits apply to these units.

ACADEMIC REQUIREMENTS

Total Units and Grade Point Average

The candidate for the Master's degree must complete a minimum of 30 semester hours beyond the Bachelor's degree with a 3.0 cumulative and term grade point average. All classes must be passed with grades of B- or better. Only graduate and upper-division courses approved in advance by the Program Director may be included in the degree program. The candidate for the graduate Certificate must complete the units required by the program with a 3.0 cumulative and term grade point average. All classes must be passed with grades of B- or better.

For Graduate Unit Load, Auditing, Academic Disqualification, Evaluation, Records, and Responsibility and Rights of Students, see section on General Policies and Procedures in this Catalog. For additional information about specific degree requirements, please refer to the program descriptions that follow.

Transfer of Credit

With the approval of the Graduate Program Director, up to six semester units from another accredited institution may be accepted for transfer into a degree or credential program, and up to three semester units may be accepted for transfer into a certificate program. Transfer courses accepted for a program must have been taken within the established seven-year time limit and have been completed at the same level of academic competency and performance as required by comparable courses at Holy Names University. Official transcripts must be requested by the student and sent directly from the institution to the HNU Registrar's Office.

Graduate degree programs rarely grant credit for extension courses. Occasionally, a Holy Names University extension course is designed for and designated as acceptable in a Master's degree program on campus. Each student needs individual approval from the Program Director to include such a course in his or her own degree program.

An extension course from another institution may be accepted as a transfer course if the Program Director approves it as being a substantive addition to the student's degree program and if the source campus accepts the course in its own comparable degree program. Ordinarily, prior approval is required.

If extension courses are accepted from HNU or from another accredited institution as part of a student's graduate program, letter grades are necessary and time limits apply.

In rare instances, courses from non-accredited institutions may be accepted by the Vice President for Academic Affairs, in consultation with appropriate Department Chairs.

Time Limit

All courses and the comprehensive examination, thesis, project, practicum, or recital for the Master's Degree must be completed within seven calendar years. An extension of time will be granted only in exceptional cases and on the basis of a written petition submitted by the student, with the approval of the Graduate Curriculum and Standards Committee, to the Vice President for Academic Affairs.

Students who are working for certificates or credentials as part of degree programs should follow the time limits and grade requirements described for the Master's degree. The time limit for full-time students in non-degree certificate programs is described under specific programs, such as fall or spring term sabbatical or nine-month certificate programs. Part-time students in the Department of Education's credential and certificate programs are subject to the seven-year time limit and to changes in requirements made by the California Commission on Teacher Credentialing (CCTC)

that occur during their time of credential or certificate preparation. Part-time students accepted in other non-degree certificate programs are subject to the seven-year time limit and course changes as deemed necessary by the specific Program Director and as approved by the Vice President for Academic Affairs.

Language Requirement

All candidates for the Master's degree are expected to demonstrate correct and effective use of English, both written and oral.

Human Subjects Protocol and Institutional Review Board

Any student doing human subjects research must submit a proposal and protocol to the HNU Institutional Review Board (IRB). Students should consult with their Graduate Program Director for further information.

Thesis or Project

Where required, the completed thesis or project must be approved by the readers by the date set in the Academic Calendar. Two copies of the thesis should be prepared; one of these bound copies must be submitted to the University Library and one must be filed in the Division/Department or Institute office. For additional thesis or project requirements, see specific program regulations.

Degree, Credential, Certificate Completion

Master's, Credential, and Certificate candidates should file a Candidate for a Degree form and pay the graduation fee by the deadlines that are listed in the Schedule of Classes. The purpose of this notification is to provide time to verify with the Program Director and the Registrar that all requirements have been met. **Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.** Although the formal conferring of degrees takes place at Commencement in May, the completion of the degree is also confirmed without a ceremony in August for students completing their programs in summer, and in December for students completing their programs during the Fall term. Diplomas will be available four months after the degrees are conferred. The Student Resource Center provides one official transcript showing completion of degree requirements with the diploma; there is a fee for each additional copy. Both this transcript and the diploma are withheld until all financial obligations are cleared.

GRADUATE PROGRAMS

| | |
|---------------------------------|---|
| Business Administration | MBA Joint MSN/MBA |
| Counseling Psychology | MA in Counseling Psychology MA in Forensic Psychology Dual MA in Counseling Psychology & Forensic Psychology MA in Pastoral Counseling Joint MSN/MA Certificate in Forensic Psychology Certificate in Pastoral Counseling Certificate in Traumatology and Treatment |
| Culture and Spirituality | MA Certificate Sabbatical |
| Education | MEd |

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|------------------------------------|---|
| | Multiple Subject Teaching Credential |
| | Single Subject Teaching Credential |
| | Multiple Subject Internship Teaching Credential |
| | Single Subject Internship Teaching Credential |
| | Education Specialist Credential: Mild/Moderate Disabilities, Level I and Level II |
| | BCLAD Authorization for Multiple and Single Subjects |
| | BCLAD Authorization for Multiple and Single Subject Internship |
| | Certificate in Educational Therapy |
| English: The Writer's Craft | MA |
| Music | MM in Piano Pedagogy |
| | MM in Piano Pedagogy with Suzuki Emphasis |
| | MM in Vocal Pedagogy |
| | MM in Music Education with Kodály Emphasis |
| | Kodály Specialist Certificate |
| | Kodály Summer Certificate |
| Nursing | MSN |
| | Joint MSN/MBA |
| | Joint MSN/MA in Forensic Psychology |
| | FNP Post-Master Certificate |
| | Administration/Management Post-Master Certificate |
| | Clinical Faculty Post-Master Certificate |

BUSINESS ADMINISTRATION

MBA education has become more critical than ever. Successful employees now need to understand how to use their personal and professional skills, how to learn continuously and update their knowledge, and how to help their organizations meet leadership, management, marketing, and financial challenges in an extremely fast-paced and highly competitive, complex environment.

The MBA program at Holy Names prepares adult learners to deal with dynamic, complex changes in the working environment in the following ways:

Extensive preparation in the “core business areas” of accounting, finance, marketing, and management, as well as ethics and business strategy.

An in-depth introduction to leading-edge issues such as the quality movement, re-engineering, mergers, acquisitions, new leadership styles, financial modeling, internet-based funding, and managing in a global economy.

An emphasis is placed on ethics and socially responsible decision-making in all courses in our curriculum. Our classes are designed to help students exercise conscience while making good organizational decisions.

Individual attention from committed faculty supports students in developing their personal and professional potential. Courses are taught on weekends to accommodate the needs of working adults.

Requirements

Students who have the foundation courses may complete the MBA following the courses outlined below. The MBA requires completion of the foundation courses (no graduate credit), eight core courses (24 units), three concentration courses (9 units) and one elective course (3 units) from the MBA or other HNU graduate programs, for a total of 36 units.

International Students

Students from countries other than the United States may be required to take some courses in English before final acceptance into the MBA program.

MBA Transition Program

Students who have an undergraduate degree with a major other than business and who need to take foundation courses may be admitted to the MBA Transition program and may take up to **3** Master's level courses while they are completing their foundation courses. These foundation courses require a **grade of B or better**.

Fifth Year MBA Program

Students who have completed the undergraduate Bachelor of Arts at Holy Names University with a concentration in Management, Business Communications, Marketing, or International Business can complete the MBA with a concentration in Management in one year. This program is considered a full-time program in which students take six courses each semester. Eligible Holy Names University students can take **two** of the graduate courses while they are completing their Bachelor's degree.

Joint MSN/MBA (See Nursing)

Application

In addition to the general Holy Names graduate application, prospective MBA students need to submit with the application: 1. Two letters of recommendation from persons who can comment on qualifications for admission to a graduate program in Business; 2. A résumé; and 3. A one-page statement describing reasons for pursuing an MBA at Holy Names University.

Foundation Courses

The following foundation courses are required with a grade of B or better for all students in the MBA program. They may have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor's degree. If the courses have not been completed prior to admission, they must be taken before the student has completed **9** units in the MBA program.

Accounting: one year (BSAD 10, 11, 12) or 2 semesters of Accounting (4 units each)

Finance: one course (BSAD 129)

Economics: one year (ECON 1, 2)

Professional Writing (BSAD 108W)

Marketing: one course* (BSAD 160)

(*Required for the Marketing concentration).

General Education Expectations

Quantitative methods for business or the equivalent (BSAD 20)

Statistics: one course (ECON 15)

Computer proficiency including Spreadsheets (CSCI 10C)

Core Courses (24 units)

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

BSAD 205 Decision Modeling

BSAD 207 Managerial Accounting

BSAD 215 International Management

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|----------|-------------------------------------|
| BSAD 229 | Financial Management |
| BSAD 230 | Advanced Management: Leading Change |
| BSAD 251 | Corporate Policy and Ethics |
| BSAD 260 | Marketing Management |
| BSAD 295 | Strategy in the Global Environment |

Concentrations (9 units)

Students will take three courses in one concentration (with the exception of four courses in Energy and Environment Management).

Energy and Environment Management

This new concentration responds to an anticipated high growth area that has been a focus of the U.S. government's domestic agenda. There are also rising international concerns over global warming, biodiversity sustainability, and overall health. Energy from natural gas, nuclear, solar, fuel cells, hydro electric, coal, etc., will have to be balanced with the environmental issues that one of these creates. This focus will provide energy and environment management leadership.

| | |
|----------|---|
| BSAD 240 | Environmental Sciences Overview for Energy and Environmental Managers |
| BSAD 241 | Energy and Environmental Economics |
| BSAD 242 | Energy and Environmental Risk Assessment and Management |
| BSAD 243 | Energy and Environmental Public Finance and Management |

Finance

This concentration will support two distinct career paths. Many students are employed by large corporations and seek additional financial skills that will assist them in improving their performance and obtaining promotions. Other students work in small businesses or independently and seek financial skills to achieve and sustain success. Our courses have been recently redesigned to better prepare our students for the information economy.

| | |
|----------|------------------------------------|
| BSAD 236 | Intermediate Financial Management |
| BSAD 237 | Investments |
| BSAD 239 | Financial Markets and Institutions |

Management and Leadership

This concentration is for students preparing to move into positions of greater responsibility within large for-profit companies, non-profit organizations, and small businesses. While considering new models of organizations and leadership, this concentration focuses upon the development of personal qualities leaders at all levels need in order to be successful in our fast-paced, rapidly-changing, complex-knowledge economy.

| | |
|----------|--|
| BSAD 250 | Leadership Development |
| BSAD 253 | Building Learning Organizations |
| BSAD 255 | Leadership and Organizational Behavior |

Marketing

This concentration will provide students with an extended foundation in marketing and background in the consumer area of marketing as well as a clear perspective of marketing strategy in the global environment. Students will be prepared to move into positions offering responsibility within consumer-packaged-good firms, business-to-business marketers, not-for-profit firms, and operations determined to engage in global marketing endeavors.

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

Electives (3 units)

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

BUSINESS COURSES

205. Decision Modeling (3). This course develops the concepts of exploratory data and analysis, regression analysis, and modeling systems in support of the management decision-making process. Several techniques are applied: forecasting time series analysis, complex problem-solving methods as well as interpretation and control mechanisms. Prerequisites: ECON 15 (Statistics) or equivalent, CSCI 10C (Spreadsheets), and MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business).

207. Managerial Accounting (3). Managerial accounting involves the preparation and use of accounting information designed to assist managers in planning and controlling the operations of the business. Topics to be covered include performance evaluation, activity-based cost accounting techniques in planning and budgeting, target costing, decision-making, cost-benefit analysis, relevant costs, and capital investment evaluation. Standards of ethical conduct are analyzed, including professional competence, confidentiality, professional integrity, and objectivity. Prerequisite: BSAD 12 (Accounting), MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business), and BSAD 129 (Business Finance).

215. International Management (3). This course uses the case study approach to understand the principles of management for increasingly global business. Cultural, social, and political/economic systems are examined. Issues such as strategy, modes of entry, globalization vs. local adaptation, expatriates vs. local employment, bribery, and corporate social responsibility are studied in the context of decision-making by the manager.

229/429. Financial Management (3). Financial managers make decisions regarding which assets their firm should acquire, how these assets should be financed, and how the firm should manage its existing resources. This course deals with financial control at top management levels, with special reference to forecasting and planning, major investment and financing decisions, coordination and control, dealing with financial markets and how to raise and invest funds using the internet and e-commerce. Ethical issues in financial management will be addressed. Prerequisites: ECON 15 (Statistics), MATH 1 (Precalculus) or BSAD 20 (Quantitative Analysis for Business), CSCI 10C (Excel Spreadsheets), BSAD 129 (Business Finance).

230. Advanced Management: Leading Change (3). New technology, economics, and social forces are transforming work, institutions, individual lives, and the way companies operate. At all levels leaders/managers must learn how to manage change well. This course will examine several new ideas of management (e.g., re-engineering, value-based leadership, etc.). The complex process of change at macro, organizational, and micro levels will be addressed. Also considered will be ethical issues related to planned changes. Case analyses will challenge students to apply ideas to real situations. This course aims to develop the knowledge, skills, and ethical competence needed to help managers of change become more effective and more socially responsible.

236. Intermediate Financial Management (3). This course will review treasury operations in organizations ranging from start-up companies to large corporations. Topics will include company capitalization (i.e., debt and equity mix), capital budgeting, the cost of capital analysis, interest income, and expense analysis. Students will learn how to use the Internet for research to obtain funding (examining lender information, stock and bond firms, and other firms providing working capital) and also how to make actual transactions on-line. Prerequisite: BSAD 229 (Financial Management).

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 (Financial Management).

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 (Financial Management).

240. Environmental Sciences Overview for Energy and Environmental Managers (3). Introduces fundamental aspects of environmental sciences and relates these to environmental management. Issues regarding soil, air and water pollution are developed through the combination of basic physical and chemical principles and illustrated through studies. Linkages between emissions, exposure pathways and human or environmental response to those exposures are explored. The relationship between energy development—nuclear, fossil fuels, hydroelectric, and green energy sources—and their environmental impacts are examined. The course will present climate change, the economic implications of such changes, and aspects of environmental management including security, employment, standard of living, and geopolitical factors.

241. Energy and Environmental Economics (3). Application of economic analysis to environmental and energy issues from the local to the international level. Discussion of climate change, ozone, and trans-boundary pollution issues; the national and international aspects of those issues will be studied including technical and legal issues. The course will also use models to assess the impact of environmental and energy policy on gross national product changes, unemployment and on other measures of societal welfare. (Prerequisite BSAD 240.)

242. Energy and Environmental Risk Assessment and Management (3). This course deals with the assessment of hazardous exposure generated by natural and man—made sources. It uses descriptive and formal methods applied to cancer, air and water pollution exposures, catastrophic events and their assessment. The course uses case studies ranging from nuclear tests to lead in soil to the effect of lead on children. An in-depth understanding of how hazardous exposures are linked to adverse health outcomes and how policy interventions can be used to reduce or even eliminate those exposures is presented. (Prerequisite BSAD 240.)

243. Energy and Environmental Public Finance and Management (3). This course deals with the coupling of public finance methods with managerial analysis methods to assess public policy actions. The course uses basic public finance methods, such as risk-cost-benefit analysis, and couples these to the assessment of choices made in the public interest. It develops the concept of social discount rates, welfare economics, input-output analysis, and other methods and uses several case studies to illustrate the issues that arise in public finance and how these issues can be resolved. Finally, the course links financing by the public sector and the trade-offs inherent to government spending versus private sector spending. (Prerequisite BSAD 240.)

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.

251. Corporate Policy and Ethics (3). An examination of the nature of social responsibility in business and the application of business ethics to decision-making. As relevant, discussion of current issues in ethics, with an emphasis on environmental and social responsibility. Policies of effective

management of social issues will be discussed.

253. Building Learning Organizations (3). In the Information Age where work increasingly consists of the application of new knowledge, it is important for leaders to support learning in their organizations. The course will study learning organizations and how to build them, focusing on key leadership strategies such as systems thinking, innovation, communication, personal mastery, and team building as elements of organizational development.

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.

260. Marketing Management (3). This class explores how to provide superior value for the customer, focusing on customers, competitors, and future areas for market growth. Changes in channels of distribution, types of promotional campaigns, and more sophisticated ad copy are important trends examined in this course. Ethical issues such as product/services liability, truth-in-advertising, artificially stimulating demand and issues of a marketer's moral responsibility for quality and results are studied.

261. Diverse Consumer Behavior (3). An in depth study of the consumer's internal and external factors influencing the consumer's decision-making process through information assimilation. The application of consumer behavior theory as an influencing factor on the product marketer's strategic marketing plan and decision-making process is developed. Students are required to provide a research paper. Prerequisite: BSAD 260 (Marketing Management).

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 (Marketing Management).

265. Marketing Research (3). The use and process of quantitative research methodologies are developed in order to facilitate better decision-making applications. Methods for developing problem identification and analysis of data, data collection, sampling, and interpretation are pursued. Students are expected to conduct research and develop a research project for presentation. Students are required to provide a research paper. Prerequisites: ECON 15 (Statistics) or equivalent and BSAD 260 (Marketing Management).

270. Sports Governance and Management (3). A course designed to study the nature of sports administration, principles of staffing, legal concerns, facility planning and management, and program evaluation. Prerequisite: BSAD 230 (Advanced Management).

271. Sports Marketing Management (3). A course exploring the design and implementation of marketing plans for sports organizations. The integration of promotional campaigns, advertising and sales, and an understanding of consumer behavior and its relationship to strategic plans for the organization are examined. An emphasis on ethical issues of promoting sports is included. Prerequisite: BSAD 260 (Marketing Management).

272. Sports Finance (3). An examination of concepts relating to efficient management of the sport industry. Financial concepts relating to sport administration, economics, accounting and budgeting will be addressed as well as identification of sources of revenue and use of computer applications for financial management. Prerequisite: BSAD 229 (Financial Management).

295. Strategy in the Global Environment (3). A capstone course which integrates work from

core business disciplines and electives with an emphasis on the well-being of multiple stakeholders. Extensive use of cases will help inform the decision-making process. A final project will allow the student to integrate material from this class, with an emphasis on real-world application to a chosen emphasis. Prerequisites: Seven MBA courses.

COUNSELING PSYCHOLOGY

Master of Arts in Counseling Psychology

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

Master of Arts in Forensic Psychology

Dual Master of Arts: Counseling Psychology and Forensic Psychology

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

Certificate in Traumatology and Treatment

Certificate in Forensic Psychology

Certificate in Pastoral Counseling

Holy Names University offers M.A. programs in (1) Counseling Psychology, (2) Forensic Psychology, and (3) Dual master's in Counseling Psychology and Forensic Psychology, as well as Certificates in (1) Traumatology and Treatment; (2) Forensic Psychology; and (3) Pastoral Counseling for persons who want to work professionally in one or more of the diverse fields of counseling. Students will gain the knowledge and skills necessary to effectively counsel, fully acknowledging the complex diversity of people's lives. The faculty is made up of clinicians. Thus, students are exposed to a wide variety of counseling practices. Classes incorporate didactic learning with opportunities for experiential practice via written exercises, case studies, simulations, and field work. Integration of learning is fostered by scholarly papers and reflection journals. At the end of the program, students will be able to demonstrate clinical competence and clear understanding of professional responsibilities.

Counseling Psychology students reflect a rich diversity of age, culture, religion and spirituality. Valuing differences is a hallmark of effective, compassionate counseling and the program strives to foster student intellectual and ethical development focusing on respect for all people. Holy Names



Counseling Psychology programs are appropriate for individuals whose own levels of ethical and psychological development enable them to have high regard for all human beings, especially those different from themselves.

All programs are designed for the working adult. Classes are offered in the late afternoons and evenings with some on Saturdays.

MA IN COUNSELING PSYCHOLOGY

This program prepares its graduates for a profession in counseling and psychotherapy with an emphasis on community mental health. Students will gain theoretical knowledge of the counseling field and experience practical application of theory in therapeutic, supervised field placement settings. Graduating students are prepared to apply for licensure by with the California Board of Behavioral Sciences (CBBS) as Marriage and Family Therapist (MFT) and Licensed Professional Clinical Counselor (LPCC). Curriculum required for the LPCC licensure is accommodated by the required Counseling Psychology courses leading to MFT licensure from the Fall 2011 Catalog and after. Students under prior catalogs must consult with the Director of the program to achieve LPCC compliance. The program is continually updated to meet the requirements set by the CBBS.

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (63 units total)

| | |
|----------|---|
| CPSY 200 | Foundations of Counseling: Process and Skills |
| CPSY 201 | Foundations of Psychological Research |
| CPSY 202 | Clinical Neuroscience |
| CPSY 205 | Psychopathology |
| CPSY 208 | Substance Abuse Assessment & Treatment |
| CPSY 210 | Counseling Theories |
| CPSY 215 | The Law and Professional Ethics |
| CPSY 220 | Human Development Across the Lifespan |
| CPSY 230 | Human Diversity in Counseling |
| CPSY 235 | Advanced Human Diversity Issues in Counseling |
| CPSY 250 | Marriage and Family Counseling |
| CPSY 260 | Treatment of Children and Adolescents |
| CPSY 265 | Group Psychotherapy |
| CPSY 271 | Trauma, Loss and Grief |
| CPSY 275 | Psychological Development and Spiritual Growth |
| CPSY 280 | Psychological Assessment |
| CPSY 285 | Introduction to Supervised Practicum and Case Seminar |
| CPSY 291 | Community Mental Health A |
| CPSY 292 | Community Mental Health B |
| CPSY 293 | Community Mental Health C |
| CPSY 298 | Integrating Seminar |
| CPSY 290 | (3,3,3) Supervised Practicum and Case Seminar |

MA IN FORENSIC PSYCHOLOGY

This program prepares its graduates for a career working with victims and perpetrators in a correctional setting. Students will gain theoretical knowledge of the counseling field as it relates to corrections. This program is uniquely based in a foundational philosophy of therapeutic jurisprudence. Students completing this program are not eligible for state licensure as Marriage and Family therapists (MFT license).

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (30 units)

| | |
|-----------|--|
| CPSY 200 | Foundations of Counseling: Process and Skills |
| CPSY 206 | Forensic Psychology and the Law |
| CPSY 207 | Psychology of Criminal Behavior |
| CPSY 208 | Substance Abuse Assessment & Treatment |
| CPSY 209A | Assessment, Diagnosis, & Treatment of the Victim |
| CPSY 209B | Assessment, Diagnosis, & Treatment of the Offender |
| CPSY 211 | Forensics: Psychometrics and Assessment |
| CPSY 212 | Forensic Psychology Professional Practice Seminar |
| CPSY 226 | Advanced Issues in Correctional and Community Counseling |
| CPSY 230 | Human Diversity in Counseling |
| CPSY 245D | Domestic Violence Assessment and Treatment |

DUAL MA IN COUNSELING PSYCHOLOGY AND FORENSIC PSYCHOLOGY

This double Master's program leading to two separate graduate degrees would afford students a strong background in Forensic Psychology while ensuring them a quality counseling program leading to state licensure for MFT and LPCC

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Courses (84 units)

| | |
|-----------|--|
| CPSY 200 | Foundations of Counseling: Process and Skills |
| CPSY 201 | Foundations of Psychological Research |
| CPSY 202 | Clinical Neuroscience |
| CPSY 205 | Psychopathology |
| CPSY 206 | Forensic Psychology and the Law |
| CPSY 207 | Psychology of Criminal Behavior |
| CPSY 208 | Substance Abuse Assessment & Treatment |
| CPSY 209A | Assessment, Diagnosis, & Treatment of the Victim |
| CPSY 209B | Assessment, Diagnosis, & Treatment of the Offender |
| CPSY 210 | Counseling Theories |
| CPSY 211 | Forensics: Psychometrics and Assessment |
| CPSY 212 | Forensic Psychology Professional Practice Seminar |
| CPSY 215 | The Law and Professional Ethics |
| CPSY 220 | Human Development Across the Lifespan |
| CPSY 226 | Advanced Issues in Correctional and Community Counseling |
| CPSY 230 | Human Diversity in Counseling |
| CPSY 235 | Advanced Human Diversity Issues in Counseling |
| CPSY 250 | Marriage and Family Counseling |
| CPSY 260 | Treatment of Children and Adolescents |
| CPSY 265 | Group Psychotherapy |
| CPSY 271 | Trauma, Loss and Grief |

| | |
|------------------|---|
| CPSY 275 | Psychological Development and Spiritual Growth |
| CPSY 280 | Psychological Assessment |
| CPSY 285 | Introduction to Supervised Practicum and Case Seminar |
| CPSY 291 | Community Mental Health A |
| CPSY 292 | Community Mental Health B |
| CPSY 293 | Community Mental Health C |
| CPSY 298 | Integrating Seminar |
| CPSY 290 (3,3,3) | Supervised Practicum and Case Seminar |

MSN/MA IN FORENSIC PSYCHOLOGY DUAL DEGREE PROGRAM (See Graduate Nursing)

CERTIFICATE IN TRAUMATOLOGY AND TREATMENT

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

This post-baccalaureate certificate program, will challenge the learner to consider, integrate, and apply theoretical perspectives and evidence based practices to the field of trauma diagnosis, assessment and treatment. Students will gain ethically grounded, therapeutic, and spiritually centered insights as applicable to the treatment of trauma related syndromes and disorders including co-occurring disorders resulting from events such as disasters, war, chronic adversity, crime, relational violence and abuse.

Required courses (18 units)

| | |
|-----------|---|
| CPSY 470. | Trauma: Types and Transformation. |
| CPSY 471. | Trauma, Loss and Grief. |
| CPSY 472. | Trauma: Assessment, Diagnosis and Treatment |
| CPSY 473. | Traumatology and Demographics. |
| CPSY 474. | Neurobiology of Trauma: Risk, Resiliency and Positive Psychology. |
| CPSY 475. | Psychological Development and Spiritual Growth. |

CERTIFICATE IN FORENSIC PSYCHOLOGY

For graduate level students who are completing or who have completed an MA, Psy.D. or Ph.D. in Counseling Psychology or related fields or who are otherwise interested, a Certificate in Forensic Psychology can be acquired by taking the following courses:

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Required Courses (24 units)

| | |
|-----------|--|
| CPSY 406 | Forensic Psychology and the Law |
| CPSY 407 | Psychology of Criminal Behavior |
| CPSY 408 | Substance Abuse Assessment & Treatment |
| CPSY 409A | Assessment, Diagnosis, & Treatment of the Victim |
| CPSY 409B | Assessment, Diagnosis, & Treatment of the Offender |
| CPSY 411 | Forensics: Psychometrics and Assessment |
| CPSY 412 | Forensic Psychology Professional Practice Seminar |
| CPSY 426 | Advanced Issues in Correctional and Community Counseling |

CERTIFICATE IN PASTORAL COUNSELING

This post-baccalaureate certificate program will challenge the learner to consider, integrate, and apply the most critical aspects of counseling in a theological context. Students will attain theoretical and practical knowledge of ethically grounded, therapeutic, and spiritual counseling practices.

Prerequisite requirement

Applicant to any counseling psychology master's program must have taken an undergraduate general psychology or sociology course or have life experience working in the community mental health field.

Required Courses (24 units)

| | |
|------|--|
| CPSY | 400 Foundations of Counseling: Process and Skills |
| CPSY | 405 Psychopathology |
| CPSY | 410 Counseling Theories |
| CPSY | 430 Human Diversity in Counseling |
| CPSY | 445D Domestic Violence |
| CPSY | 471 Trauma, Loss and Grief |
| CPSY | 475 Psychological Development and Spiritual Growth |
| CPSY | 485 Introduction to Practicum |
| CPSY | 490 Supervised Practicum and Case Seminar |

Readiness to Practice

The faculty of the Counseling Psychology Programs of Holy Names University is committed to students' development of ethical practice, awareness of clinical competence and personal limitations. The Readiness to Practice application leads to a formal evaluation of students' academic progress and readiness to begin field placement activities. The Counseling Psychology Student Handbook includes a full description of the process and the forms used. The decisions of the faculty committee regarding students' readiness to begin field placement are final. Should a student wish to appeal such a decision, the same procedure will be followed as that for appealing an academic decision, as described in this Catalog.

Individual Therapy

In order to insure ethical, high quality training and competence for work as clinicians, all Counseling Psychology programs require 24 hours (6 months of weekly sessions) of individual psychotherapy with a licensed clinician (e.g., MFT, LCSW, PhD, PsyD, or Board certified Psychiatrist) for all students in the program. This must be completed prior to beginning CPSY 285. These hours are counted triple by the BBS towards licensure.

The Counseling Psychology Department MFT-related courses are subject to revision as required by the Board.

Integrating Seminar/Orals

As the final course determining graduation, all master's level counseling psychology and dual master's students take the Integrating Seminar (CPSY 298) and write a comprehensive examination that includes describing their approach to counseling, demonstrating their theoretical orientations and counseling skills via a case presentation, and reviewing pertinent literature (see course description). This course must be taken after completion of the second semester of CPSY 290. Exceptions to this requirement are at the discretion of the program director.

Students in the MA Counseling Psychology, and Dual MA programs defend their papers to an Oral Examining Board, consisting of the director and one faculty member who will evaluate students' competence to counsel.

COUNSELING COURSES

200/400. Foundations of Counseling: Process and Skills (3). Course includes foundational counseling skills including appropriate use of self; empathy, reflective practice, attending and confronting; introduction to assessment, diagnosis, and treatment planning, with emphasis on AOD and co-occurring disorders; the role of case management including collaboration with community resources, referrals and advocacy; emphasis on recovery oriented care and methods of service delivery; awareness of the impact of diversity; crisis management; legal and ethical considerations. A didactic experiential approach will be utilized.

201. Foundations of Psychological Research (3). This course provides a foundation for analysis, evaluation, and use of mental health research in evidence-based, MFT practice. Contemporary journal articles are examined for social science research methods and concepts as applied to: co-occurring disorders, AOD, psychopharmacology; recovery-oriented care, collaborative treatment; issues of diversity, community-based needs assessment, treating and tracking vulnerable populations: children, elders, victims of violence, and severely mentally ill.

202. Clinical Neuroscience (1). This course covers the basics of neurological functioning, development, and psychopharmacology. Topics will include: neurological bases of co-occurring disorders and dependency on drug/alcohol; neurological testing, assessment and diagnosis of mental disorders including severely mentally ill.

205/405. Psychopathology (3). Students will be introduced to assessment, diagnosis and treatment of the major mental disorders, including severe mental illness, co-occurring disorders, AOD, and consequences of disaster and trauma; recovery-oriented care approaches to treatment of psychopathology; psychopharmacology; how issues of diversity, socio-economic position, human sexuality and stress affect mental health. This course will include meeting with consumers of mental health services.

206/406. Forensic Psychology and the Law (3). A course designed to introduce research literature in psychology and law, including psychological assessment and the law, forensic neuro-psychology, criminal responsibility, civil commitment, jury selection, jury decision-making processes, eyewitness testimony, methods of interrogation, deception, forensic hypnosis, polygraph, and family law.

207/407. Psychology of Criminal Behavior (3). This course is designed to introduce the student to juvenile delinquency, adult crime including criminal homicide, sexual offenses, the mentally disordered offender, human aggression, economic and public order crime. The course will focus on correctional psychology including research, strategies, and methods of prevention, intervention, and treatment.

208/408. Substance Abuse Assessment and Treatment (3). This course educates students regarding the effects of abuse and/or dependence of psychoactive substances on mental health and well-being, with a particular focus on co-occurring disorders, forensic/legal issues, and larger cultural and socio-economic diversity issues. This course will introduce the student to current theories of abuse and dependence, methods and protocols for detoxification, relapse prevention, drug abuse prevention, and current best practices for treatment. This course will include meeting with consumers of mental health services.

209A/409A. Assessment, Diagnosis and Treatment of the Victim (3). This course explores the relevant theoretical and clinical constructs, and psychological effects of physical, sexual, institutional, and environmental victimization. The student will gain familiarity with special concerns that relate to the diagnosis, assessment, and treatment of victims, with a particular emphasis on special populations (e.g. victims of sexual assault, victims of domestic violence, hate crime victims, etc). The student will also become educated as to the manner (including affective considerations) and method in which the victim of a crime interfaces with the numerous direct and tangential participants in the legal systems.

209B/409B. Assessment, Diagnosis and Treatment of the Offender (3). An overview of special

topics relevant to the assessment, diagnosis, and treatment of the offender. The student will gain a working knowledge and understanding of the assessment of competency and responsibility in criminal court proceedings (e.g. competency to stand trial, competency to be punished in capital cases, etc.). Additionally, the student will become familiar with theories, interventions, best practices, and risk assessment in the treatment of the offender; with a particular emphasis on the jail, prison, and community correctional settings. Special classes of offenders (e.g. rapists, pedophiles, drug addicts, etc.) and respective emerging treatment trends (and the efficacy thereof) will be analyzed.

210/410. Counseling Theories (3). This course provides a comprehensive survey of the major counseling and psychotherapy approaches incorporating evidence-based theories; with specific attention to co-occurring disorders and AOD; diversity and therapy; and personal therapist qualities that affect counseling. Special emphasis will include couples and families.

211/411. Forensics: Psychometrics and Assessment (3). This course is designed to familiarize students with utilization of psychological measurement theory and techniques of appraisal methods. Course objectives include how to understand and evaluate the reliability, validity, and other pertinent psychometric properties of forensic psychological assessment methods, how to analyze job elements, job knowledge, and how to develop and validate employee selection procedures.

212/412. Forensic Psychology Professional Practice Seminar (3). This course is designed to introduce the student to the manner and method in which forensic psychologists interface with the diverse agencies and participants in the domains of criminal and civil law. Special topics include: consultation with attorneys, rendering testimony in civil and criminal courts, civil liability for specialty practitioners of forensic psychology (e.g. child custody evaluators), consulting and working with correctional facilities and personnel, etc.

215. The Law and Professional Ethics (3). Topics include, but are not limited to: scope of practice, therapist ethics, legal/ethical issues for the relational, systemic and collaborative MFT approaches as they apply to children, severely mentally ill, elderly, various forms of families and recovery oriented care, abuse and reporting; professional therapeutic boundaries with a focus on advocacy/confidentiality and inter-agency collaboration. Course will meet with consumers of mental health services.

220. Human Development Across the Lifespan (3). A review of the understanding of essential psycho/social dynamics of general human development over the lifespan, this course includes biological, cognitive, affective, interpersonal, moral, spiritual, and personality aspects. Topics will include: a focus on child / elder abuse, domestic violence; how issues of diversity, socio-economic position, poverty and stress affect human development and well-being; the development of human sexuality.

226/426. Advanced Issues in Correctional and Community Counseling (3). This course is designed to elevate students ability to conduct professional counseling duties within the framework of institutional (i.e. prison) and community systems. Focus will be on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/security/organizational staff, assessing and negotiating issues of diversity, rank, and standing in correctional/organizational cultures, and understanding professional constraints as a function of political concerns within and between organizations.

230/430. Human Diversity in Counseling (2). This course explores various cultural and other diversity contexts and their implications for counseling psychology. A broad spectrum of diversity issues will be covered. Emphasis will be on MFT principles and personal therapist qualities that affect the counseling process.

235. Advanced Human Diversity Issues in Counseling (2). This course focuses on the application and internalization of multicultural principles as learned in CPSY 230. Topics will include: emotional reactions in multicultural scenarios, spiritual and religious diversity, activism and organizational multicultural competence, classism, an ecological approach to assessment and treatment. Emphasis will be on MFT principles and personal therapist qualities, with a focus on collaborative treatment approaches and advocacy for the severely mentally ill. This course will include meeting with consumers of mental health services.

240A. Alcoholism and Chemical Dependency (1). An overview of biological, psychological, and sociological factors connected with alcohol and drug abuse. Warning signs, diagnoses, and treatment models are discussed.

240B. Child Abuse Assessment and Treatment (1). This course provides training in assessing, reporting, and treating child abuse, including neglect and incest.

240C. DSM (1). Teaches the use of the Diagnostic and Statistical Manual as a system for identifying and classifying psychopathology.

245A. Human Sexuality and Counseling (1). This course is an overview of human sexual response, sexual dysfunction and appropriate counseling techniques and theories. The course will utilize readings, student papers and journals. Simulated counseling techniques will be provided.

245B. Psychopharmacology (2). This course is designed for the non-medical psychotherapist. It will introduce the major categories of medication used in treating psychological disorders.

245C. HIV/AIDS Assessment and Treatment (1). This course examines the clinical, social, and ethical issues in counseling persons with HIV-related problems.

245D/445D. Domestic Violence Assessment and Treatment (1). This course includes spousal or partner abuse assessment, detection and intervention strategies including knowledge of community resources, cultural factors and same gender abuse dynamics. It explores various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns. The course will include assessment, detection and intervention strategies including cultural factors, same gender abuse dynamics and community resources.

250. Marriage and Family Counseling (3). Course examines assessment, diagnosis, and treatment planning for couples and families with focus on transformed definitions of “home” and “family”. Course reviews law/ethics relating to couples and families, relational and systemic therapies and use of evidence-based practices. Attention to risk, stress and resiliency as relates to diversity: socioeconomic, AOD, severe mental illness, sexuality and co-occurring disorders. Emphasis is on collaborative approaches to treatment of families, recovery-oriented care and community resources. Course meets with mental health consumer families.

260. Treatment of Children and Adolescents (3). This course surveys the diagnosis, assessment and treatment methods for mental illnesses commonly presented by children and adolescents. Topics will include: psychosocial development issues; child abuse, domestic violence and effects of trauma; AOD and co-occurring disorders; MFT principles – relational and systemic theories and; psychopharmacology; issues of diversity, human sexuality, socio-economic position and stress; therapist qualities that affect counseling; evidence-based practices and collaborative approaches to treatment including community resources; and law/ethics as it pertains to children and adolescents.



265. Group Psychotherapy (3, 2). This course surveys various theoretical approaches within multiple clinical populations. Topics include: MFT principles of relational and systemic approaches; recovery-oriented care; the impact of diversity, socio-economic position and stress on the group process, including theoretical discussion and practical application. Course will include meetings with consumers of group, psychotherapeutic, mental health services.

270/470. Trauma: Types and Transformation (3). Course examines various types of trauma including physical, emotional, sexual, endurance (a childhood, prolonged sense of feeling unsafe in one's world) and their complex and traumatic interconnections with experiences of torture, war and other violent acts. Course will explore the difference between internal and external states of safety, develop a better understanding of how trauma affects body systems and provide transformational approaches grounded in mindfulness and other body-mind psychotherapeutic principles and techniques for treatment of core trauma.

271/471. Trauma, Loss and Grief (3). This course is an exploration of grief, loss and trauma, and how they relate to issues of diversity including, but not limited to, socioeconomics, human sexuality, domestic violence, child abuse, severe mental disorders and AOD*. Focus will include assessment, diagnosis and treatment planning including recovery oriented care, community resources/advocacy; personal qualities of the therapist and general MFT principles of relational, systemic and collaborative approaches; an overview of psychopharmacological considerations as they may relate to grief, loss and trauma.

272/472. Trauma: Assessment, Diagnosis and Treatment (3). This course provides students with a comprehensive and integrated approach to assessment, diagnosis, and treatment of trauma. The bio-physiological, psycho-emotional, spiritual, and cultural effects of trauma will be addressed. Exploration of familial and societal healing are covered, as unresolved trauma can lead to patterns of generational abuse affecting families, cultures and societies.

273/473. Traumatology and Demographics (3). This course addresses changing perspectives of trauma as it occurs in communities, regions, and populations resulting from war, disaster, community violence, epidemic illness, hate crimes, political uprisings, religious conflicts and other sources. The course will also focus on trauma and human diversity (age, gender, orientation, etc.). The role of spiritual practice as a source for emotional healing will be explored, both at the individual and community level. Course will examine the approaches of both contemporary psychology's secular humanism and current trends in spiritually-based emotional healing practices as applied to types of trauma in various groups.

274/474. Neurobiology of Trauma: Risk, Resiliency and Positive Psychology (3). This course explores the neurobiology of trauma and its resonance with the theory and practice of positive psychology, including spirituality and the constructs of emotional wellbeing/happiness. Course will emphasize exploration of diverse spiritual resources for their contributions to healing: developing personal strength and courage, coping with negative emotions, exploring gratitude and forgiveness.

275/475. Psychological Development and Spiritual Growth (3). Course explores the current findings in psychology and theology as pertain to counseling from a psychological and spiritual development perspective. Focus on spiritual and developmental aspects as they relate to factors of risk, resiliency and human diversity including examination of healthy developmental processes interrupted by severe trauma, neglect, and addictive processes. Using theoretical constructs of lived spirituality and developmental psychology, course will examine issues of adulthood including ongoing perceptions and coping with the construction of meaning, values and relationships in everyday life. Course focuses on the counseling impact of developmental and spiritual positions of therapist and client.

280. Psychological Assessment (2). This course introduces current assessment and treatment measures used in counseling psychology. Major instruments are investigated and clinical report writing/interpretation will be reviewed. Attention is given to the intersection of assessment and: human diversity, socio-economic differences, neurology, cognition and severe mental illness, alco-

hol/drug dependency, personality, marriage, family relationships, children and victims of violence.

285/485. Introduction to Supervised Practicum and Case Seminar (3). Internship preparation focusing on the pragmatics of psychotherapy: assessment, diagnosis, treatment planning/implementation and evaluation. Emphasis is on basic MFT principles of relational/systemic/collaborative/recovery-oriented approaches using evidence-based practices. Course will stress case management/client advocacy and use of community resources. Focus on therapist/client relationship and client diversity issues including family variations, 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 Application for Readiness to Practice. Prerequisites: CPSY 200, 205, 210.

290/490. Supervised Practicum and Case Seminar (3). 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 200, 205, 208, 210, 215 and 285.

291. Community Mental Health A (2). This course will cover the history of CMH from mid 18th century to present. Topics include: institutionalization, deinstitutionalization, theories of prevention and intervention, social supports, vicarious traumatization, caring for the caregiver, therapist qualities and training in working in agencies as well as inter-agency collaboration and communication. Agency documentation requirements will be reviewed and clinical writing will be emphasized.

292. Community Mental Health B (2). This course includes concepts of wellness, recovery, prevention and early intervention and emphasizes collaboration and strengths of individuals, families and communities. As many therapists encounter severe disorders in CMH settings, this course addresses AOD and co-occurring disorders; cultural competency; case management; advocacy; evidence-based practices; consumer rights; and communities that have been disproportionately impacted by poverty, stigma, discrimination, and a lack of access to services.

293. Community Mental Health C (2). This course will focus on consultation to collaborating with CMH organizations including relationship building, interagency communication and team building; design and implementation of program evaluation in Community Mental Health (CMH); Federal, State, County and City organizations will be explored for their relationships and interconnections. Students will research Alameda county mental health organizations, cross-check their lists with other course members, design, develop and publish a current, annotated referral base.

295/495. Supervised Practicum and Case Seminar (2). Small group supervision based upon the student's field placement experience. Students will critically review cases, including assessment, diagnosis, treatment planning, with peer review and input. Topics addressed will be therapist qualities, MFT principles, evidenced based practices, human diversity, stress, severe mental disorders, community resources and advocacy, disaster/trauma, interagency collaboration, case management. Prerequisites: (CPSY 290 X3)

297. Special Topics: Career Development Theories and Techniques (3). This course meets the LPCC requirement for Career Development Counseling and includes career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of human diversity in career development. This course will be offered online only.

298. Integrating Seminar (3). A capstone course to assist students to review, synthesize and integrate the knowledge gained from courses, practica and field placements through extensive writing and oral examination. Prerequisite: completion of 6 units of CPSY 290 or permission of the instructor.

THE SOPHIA CENTER: CULTURE AND SPIRITUALITY

The Sophia Center, a wisdom school celebrating Earth, Art, and Spirit, offers a Master of Arts degree in Culture and Spirituality, a nine month certificate in a semester and weekend format along with one semester sabbaticals in Fall and Spring. The program seeks to integrate the mind and body, religion and science, the inward journey of personal transformation and the outward journey of social change, ecology, spirituality and justice, meditation and restoration, the intellectual and artistic, drawing on religious perspectives from Christianity, other wisdom traditions, science, women, and indigenous peoples.

The Sophia Center undertakes with integrity and depth the redeeming work of our time and the historical mission to which all humanity is called: the “Great Work” of our generation of transforming the entire cultural paradigm to protect humanity and the planet from destruction while encouraging a new era of well-being for the entire Earth Community.

Sophia Center students engage in this transforming process: they honor an approach that is rooted in courage, strength, and compassion. They join a highly respected international faculty of scholars and spiritual practitioners who energize a world of living ideas and illuminate the complexities of modern spirituality. Drawing on sources as diverse as the medieval mysticism of Hildegard of Bingen, the contemporary prophecies of Teilhard de Chardin, the quantum physics of Fritjof Capra, the cosmological vision of Thomas Berry, and the shamanistic insights of indigenous cultures, the Sophia Center in Culture and Spirituality offers the students of the world a meaningful immersion into and investigation of the convergent forces of religion, art, justice, mysticism, and science.

The Sophia Center has established shared educational arrangements with other institutions: the Graduate Theological Union (GTU) in Berkeley, Genesis Farm Learning Center in New Jersey, and the California Institute for Integral Studies (CIIS) in San Francisco, as well as an affiliation with the Care Through Touch Institute and Capacitar.

At Sophia Center, students understand the New Cosmology through core courses and seminars, experience it through wisdom circle, creative processes and forums, and express it through field placements, excursions (both eco-plunge and urban plunge) internships, and projects, as they fashion a dynamic integration of the New Creation Story and the Story of an Engaged Cosmology and Geo-justice (personal, social, and ecological), and an integral presence of mystery manifest in wonder, beauty, and belonging.

At the beginning of each Sophia Center Weekend Program, the public is invited to join the Sophia Community for a Friday Night Conversation with our visiting faculty. Also, Sophia Center regularly invites from the community artists, activists, ritual makers, theologians, ecologists, and other contemporary spiritual leaders to share their wisdom and bring fresh perspective to the students and faculty at our Public Forums. Every year at the Summer Institute, distinguished spiritual teachers gather to explore and reclaim spirituality. This is an ideal introduction to the curriculum and work of the Sophia Center, as well as a time to join other people seeking knowledge, inspiration, and creativity to amplify and focus their lives. Part-time participation in semester courses is also open to the public, as courses may be audited.

THE FORMATS

The Sophia Center’s course of study has been designed to meet the needs and schedules of people from many life situations. Students can attain a fully accredited Master of Arts in Culture and Spirituality or choose the Sophia Certificate as a framework for study. Other options include a four-month sabbatical program or attendance at a weekend intensive or summer workshop. The Sophia Center staff will work with all students to personalize their approaches to the courses offered.

MASTER OF ARTS IN CULTURE AND SPIRITUALITY (9-month Program Format)

The nine-month Master’s program requires 31 units of work and is comprised of two semesters, each including required and elective courses chosen by the student to augment her/his particular area of interest.

The first semester Core Course—Spirituality of Earth, Art, and Spirit—meets weekly. Students develop an overview of their place within the dynamics of life and spirituality of creation. The second semester Core Course—Geo-Wisdom: Cosmology and the Human Spirit—meets weekly and focuses on the student as a participant in the transformation of self, society, culture and ecology, including the work of restructuring and restoration.

For each student, the nine-month curriculum is organized around one of three areas of interest: Earth, Art, or Spirit. The student chooses one as an area of emphasis, and each semester selects courses outside the Core Course that emphasize that focus.

Facilitated group discussions (wisdom circles) on the universe story, each participants spiritual narration, and in-field experiences provide guidance, support, and critical reflection. The Public Forum, Friday Night Conversations, and Special Events seminars present contemporary mystics and prophets, including poets, ecologists, politicians, dancers, scientists, shamans, feminists, mythologists, artists, ritual leaders and theologians. Semester students will participate in the presentation by the key weekend program presenters in the following dialogue process.

Additionally, Master’s candidates are required to complete a Master of Arts Project or an Integrative Project. The purpose of the project is to integrate the students’ studies with their creative contribution to a revisioning of our culture and ourselves through a research paper, experiential project, artwork, or combination of these approaches. Candidates for the Master of Arts degree in Culture and Spirituality can complete the required final project in one of two ways: (1) Complete a three unit MA Project with a committee consisting of an advisor and a reader. (2) Complete and Integrative Project in conjunction with a fall or spring core course (4 units), a 3 unit seminar taken for credit or the weekend module (5 or 6 units) in partial fulfillment for the 31 units required for the Masters of Arts degree. On-campus housing is available.

MASTER OF ARTS IN CULTURE AND SPIRITUALITY (2 Year Weekend Program format)

The Sophia Center weekend program allows working adults to attain their Master’s degree, or a Sophia Center Certificate, in two years. Structured around modules of four intensive weekends per semester, as well as the Summer Institute/Intensive, the weekend program utilizes seminars, focused dialogues with visiting faculty, creative process classes, peer-group reflection, and written and creative responses to explore the Sophia curriculum. Weekend program students have a unique opportunity to experience and reflect upon the learnings of the curriculum in the context of their daily work lives. On-campus housing is available for weekend program students who commute from outside the Bay Area.

CERTIFICATE IN CULTURE AND SPIRITUALITY

Certificate students participate in the same courses as Master’s candidates (both in the nine-month residential and two-year Weekend Program formats); they do not create a final project nor write a major course paper. All certificate courses at the 400-level are graded credit/no credit. Students may not subsequently earn the master’s degree based on coursework taken as certificate students. The certificate requires 27 units of coursework.

SABBATICAL PROGRAMS

One-term sabbaticals are offered both fall and spring semesters. Students take 13 units of coursework and experience all the elements of the program. Students receive a credit/no credit grade

in all courses and do not write the major course paper. A Sabbatical Certificate is granted upon completion. Students may not subsequently earn the master's degree based on coursework taken as certificate students.

SUMMER INSTITUTE

The annual Summer Institute offered on the Holy Names University campus gives participants an experience of the Sophia Center program. It includes plenary presentations, seminar options, interactive dialogues, and group rituals, as well as time for integration and reflection (SPIR 291/491, 3 units). A Post-Institute will be offered (SPIR 292/492, 2 units).

Prerequisites

Candidates for the Master's degree must have a Bachelor's degree from an accredited institution. In addition, students must complete the Holy Names University Graduate Application and submit two letters of recommendation and transcripts of all degree work to the Sophia Center Admissions Coordinator. A Bachelor's degree may be waived for Certificate and Sabbatical candidates with permission of the Program Director.

Course Requirements

The Semester Master's degree requires a minimum of 31 units:

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|---|--|
| Fall Core Course (4) | SPIR 200/400 |
| Spring Core Course (4) | SPIR 201/401 |
| Weekend Component (1) | SPIR 291 Series (A-D) |
| Fall and Spring Public Forum (1,1) | SPIR 211/411 A&B |
| Sophia Wisdom Circle (2) | SPIR 212/412 |
| Sophia Praxis (2) | SPIR 213/413 |
| 2 Seminars (3,3) select from the following: | SPIR220/420;221/421;225/425; 226/426;237/437. |
| Creative Process (total of 7 units) | SPIR 243 to 272 and SPIR 297 |
| MA Project/Integrative Seminar (3) | Selected in consultation with advisor. |

The Weekend Master's requires a minimum of 31 units.

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|--------------------------------------|---------------------------------------|
| 2 Fall Modules (5,5) | SPIR 291 series (A-D) |
| 2 Spring Modules (6,6) | SPIR 291 series (A-D) |
| 1 Summer Intensive (3) | SPIR 292/492 |
| 1 Field Experience (3) | SPIR 213/413 |
| 1 MA Project/Integrative Seminar (3) | Selected in consultation with advisor |

SPIRITUALITY COURSES

The selection of particular courses that will be offered each term is determined by the faculty and published in the Schedule of Classes. Not all Spirituality courses listed in the Catalog will be offered during each academic year. New courses may be added depending upon student needs and faculty resources.

200/400. Core Course: Geo-Wisdom—Spirituality of Earth, Art and Spirit (3-4). A new cosmology (the emerging narratives of universe, and geo-justice and creation spirituality) that is reshaping human experience on earth and drawing us forward toward an engaged cosmology through the celebration of compassion, creativity, and depth into the Great Work of transformation of our current cultural paradigm.

201/401. Core Course: Geo-Wisdom—Cosmology and the Human Spirit (3-4). This class is designed to evoke an integral and inclusive human presence that is open to the divine through reflection on story, shared dream experience, and engaged cosmology. Participants will focus on the integration of mind and body, science and spirituality, the cognitive and the intuitive, mystery and engagement, ecology and justice, art and mysticism as they prepare to participate in the Great Work of our time.

204/404. Weekend Component (1-2). Semester students will attend the Friday evening and Saturday morning presentations by visiting faculty, and also the Saturday afternoon dialogue sessions during the monthly Weekend Program modules. Required of all students.

211A, B/411 A, B. Public Forum (1,1 Credit/No Credit). A distinguished roster of contemporary spiritual leaders—including artists and poets, prophets and mystics, theologians, scientists, intellectuals, and social leaders—interact with Sophia students in colloquies that extend our engagement with diverse perspectives on the new cosmology. Required of all students. (211A offered in fall; 211B offered in spring).

212/412. Sophia Wisdom Circle (2). This course incorporates modes of community-building that provide an opportunity to integrate personal experience with the themes generated from the Sophia curriculum. Required of all first semester students.

213/413. Sophia Praxis (2-3). Recalling past experience and reflecting on current engagements, students will participate in a process designed to create a dynamic integration between one's participation in the Great Work and the focus of the Sophia Center curriculum. This process includes the experience of working with single displaced people (urban plunge) and encounter with the natural world (eco-plunge). Required of all second semester students.

221/421. The Universe Story (3). This course clarifies the new empirically-based cosmology, a scientific narrative called "the most intimate change in outlook the human race has yet encountered." Available to matriculated Sophia Center students only. Taught at California Institute for Integral Studies (CIIS).

221A/421A. Cosmological Powers (3). An exploration of the powers coursing through the universe and each of us. Subjects to be covered include: Seamlessness, Centration, Allurement, Emergence, Homeostasis, Cataclysm, Synergy, Transmutation, Transformation, Interrelatedness and Radiance. Available to matriculated Sophia Center students only. Taught at California Institute for Integral Studies (CIIS).

223/423. Mystics and the New Story (3). The persistence and universality of mysticism raises crucial questions: Are we all, by our very nature, mystics-in-the-making? Visionaries under heavy cover? Out of the great "flaring-forths" of spiritual come riveting stories of men and women whose lives seem to challenge everything we thought we knew about evolution.

225/425. Visions of the Future (3). While French Jesuit paleontologist Teilhard de Chardin worked to integrate the scientific theory of evolution into Christian spirituality, Indian teacher and mystic Sri Aurobindo performed a similar task in the East. The convergence of these complimentary visions gives understanding and momentum to our embrace of the future.

226A/426A. Contemporary Spiritual Guides (3). This course will explore the writings and lives of our modern and contemporary mystics. Through study, we will have the joyful experience of discovering that we, too, are contemporary mystics here in the 21st century.

228/428. Soulwork for the New Millennium (3). This class is designed to confront contemporary pathos and ecological bereavement while aligning personal stories with the story of the universe in nurturing a synthesis of wisdom courses and the work of engaged cosmology and geo-justice.

237/437. Cosmology and Spiritual Practice (3). In this class we will examine the interplay between cosmology and spiritual practice. We will explore the particular way in which Sri Aurobindo, one of the greatest spiritual teacher of the 20th century, developed a rich, cosmology of spiritual evolution, and an approach to spiritual practice which he called "Integral Yoga."

243/443. Painting as Spontaneous Expression (1-2, Credit/No Credit). In this class we will use painting as a tool for self-discovery and spiritual exploration. The "Point Zero Method" is a radical way of dissolving creative blocks. Painting for the joy of doing rather than for the product is to explore the act of creating in a deeply intimate way.

243B/443B. Embracing the Revelatory Moment (1, Credit/No Credit). Through rituals, discourse, and creative process, this course amplifies the enchantment of beauty, the turbulence of creativity, and a celebratory response to the sacred impulse that can be found in the new earth story.

254/454. Tai Chi (1-2, Credit/No Credit). A Chinese exercise system that emphasizes deep breathing, centering energy slow, and balanced posture, to enhance balance, coordination, and awareness.

256A/456A. A Conversation Between Writing and Art (1, Credit/No Credit). In this class we will engage in an intimate conversation between art and writing, using art and visual images to shape and inspire our writing, and vice versa. We will find and explore the edge between our experience of art and the everyday world, developing characters and conversations that are both real and imaginable. The focus of this course will be personal growth and transformative learning. Artists, writers, and creatives at all levels of experience are welcome.

258A/458A. The Healing Ecstasy of Sound: Music as Spiritual Practice (1, Credit/No Credit). Vibration is at the core of all that exists in the universe. Many cultures have long believed that the world itself was created through sound, and some believe that illness is a musical problem, a result of a lack of harmony in the system. Our time together will include sessions of toning, chanting, harmony and rhythm, improvisational sounding, meditation and silence, in a safe, humorous and sacred environment. No musical experience is necessary.

259/459. Music and the Evolution of Consciousness (1, Credit/No Credit). In a Gebserian approach to music appreciation, we will be examining the mysterious act of human music making through the lens of Jean Gebser's perspectives of the evolution of consciousness. Through the process of opening's ears and heart to music that might otherwise feel unapproachable or even vexing, we cannot help but walk with a renewed sense of human creativity. We will also discuss the possibility of music being a signpost of what is to come.

261A/461A. Spiritual Companionship (1, Credit/No Credit). When we are attentive to our deepest self, we are open to the universe. Every dimension of life helps us in this quest. We will look at ways to be attentive to the Divine Mystery at the heart of all creation, as well as ways to support and walk with others along this journey.

261B/461B. Thomas Merton and the Call of the True Self (1, Credit/No Credit). Merton's life and work serve as a guide to help us understand ourselves and our relationship with the sacred, others, and the world of nature. (Three-day Intensive)

262/462. African Dance, Drums, Spirituality, and You (1, Credit/No Credit). Our ancestors moved to the sound of the drum, shekere, and kalimba on the African continent for healing, building community, and expressing their spirituality. We will move together and explore the spirituality of African music from all over the continent. Come prepared to experience your spirituality as you move to scintillating African music. No prior experience in African dance is required.

262A/462A. Indigenous Wisdom through Our Ancestral Stories (1, Credit/No Credit). With a focus on Africa, but including the other continents, we will explore the wisdom that is contained in our folklore, legends, and myths. What do these stories say about our origins? Where do our modern stories fit in this very rich history and tapestry of words? We will share our own stories from our lives and ancestry and discuss how they illuminate our culture and spiritual lives.

263/463. Chants, Meditation & Movement (1, Credit/No Credit). This course explores various meditation practices, focusing on the body movement, including practices of body movement awareness such as flow and pause and exercises of expressing one's life narrative and spiritual journey into the Mystery through body movement. Also, this course examines Shamanic dance, Buddhist ritual dance, Islamic mystic dance as well as contemporary Hip-Hop dance from spiritual and social perspectives.

265/465. Archetypal Mythology in Dreamwork (1, Credit/No Credit). In this course, we will discuss major archetypal motifs from our own and other culture mythologies. Exploring through dreamwork is a creative and alchemical experience which can be powerfully transformative and healing.

265B/465B. Creating the Fertile Field: Exploring Process at the Group Level (1, Credit/No Credit). In this experiential course we will use creative process to explore the concepts of imagination and "third space" at the group level. Each participant will connect with and develop his or her own voice, personal vision, and unique leadership style. This course is purely experiential, and it will involve a myriad of expression forms as collage, writing, various visual art modalities, and group ritual.

266/466. The Gift of Presence (1, Credit/No Credit). Presence is a deep experience of the Self that can be described in various ways: grounding in one's body, being self-aware, absorbed in self-meditation, living from the heart, communion with others, and abiding with God. We will explore the experience of presence in all these ways. We will also consider the ways in which the various spiritual traditions envision and cultivate the experiences of presence.

267/467. The Shamanic Journey: East & West (1, Credit/No Credit). This course explores the ancient wisdom of Shamanism. Characterized as spirituality of inner/outer self/the cosmos. Each class includes archaic practice such as magic, flight thought imagination, chant and dance as well as appreciates and critiques Shamanic practices in the contemporary spirituality.

267A/467A. Creating Rituals (1, Credit/No Credit). This course studies meaning of ritual by exploring why do we need rituals and how we create rituals through which we seek the deeper meaning of life and lead into the new dimension of life. Basic theories of rituals are provided and students are required to create their own rituals.

268/468. Story-Lines, Mother-Lines, Mystic and Movies (1, Credit/No Credit). Certain kinds of life stories are, for many of us, irresistible. Catch even a glimpse of yourself in a Saint Teresa or a John Muir and you reawaken to the continuum that joins us all to one another. And because artists are prophets, we'll be looking at a place where this emerging awareness has already found its way into cutting edge contemporary cinema.

270/470. Experiencing Buddhist Thought and Culture (1, Credit/No Credit). We will explore Buddhism thought and culture through lectures, visits to the Asian Art Museum, Buddhist temples and art exhibits. This experiential immersion will introduce the student to a vision of reality that illuminates the Buddhist approaches to life, death, aging and spirituality, its rituals and creative expressions.

271/471. Permaculture in Action: Design Principles for Healthy Life and Living (1, Credit/No Credit). This course will provide an overview of the principles and practices of permaculture design. We will explore how to design human settlements that have the stability and fertility of natural ecosystem. We will learn ways to give back to the earth while producing what we need. Course participants will create individual design projects.

272/472. Body As Earth, Body as Cosmos (1, Credit/No Credit). Each class session will include three elements: 1. Somatic explorations of deep time; 2. Immersion into the current scientific-based story of how the universe unfolded and unfolds; and 3. A deeply interactive process design to elicit the student's unique creative response to the. Homework will always include a nature-based soul task designed to have students explore being a cosmological human in the natural world.

290A,B/490A,B. Core Course (3,3). For non-matriculated students only. See 200 and 201 for course description (290A offered in fall; 290B offered in spring).

291/491. Weekend Modules (5-6). The Weekend Program consists of four weekend sessions in both the Fall and Spring semesters. The focus rotates around the following themes: Cosmology and the Human Spirit, The Great Work, The Fourfold Wisdom, and the Spirituality of Earth, Art and Spirit. (Fall Semesters, 5 units; Spring semesters, 6 units; Summer Session, 3 units)

292/492. Summer Workshop Intensive (2). Pre-Institute and Post-Institute Retreats/Work-shops are sometimes offered in addition to the Summer Institute.

297/497. Special Topics (1). Occasionally a special course/intensive will be offered.

EDUCATION

Master of Education

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Multiple Subject Internship Teaching Credential

Single Subject Internship Teaching Credential

Bilingual Authorization for Multiple and Single Subjects

Bilingual Authorization for Multiple and Single Subjects Internship

Education Specialist Credential: Mild/Moderate Disabilities, Level I

Education Specialist Internship Credential: Mild/Moderate Disabilities, Level I

Autism Authorization

Early Completion Option for Credential Programs

Certificate in Educational Therapy

Holy Names University has always considered the preparation of qualified and committed teachers among its highest institutional priorities. One-third of Holy Names University alumni have completed a program in the Education Department. In today's rapidly changing society, the field of education is faced with enormous challenges and responsibilities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically advanced society, and the changes created by radical shifts in societal organization.

Although these changes are present throughout our society, nowhere are the challenges experienced more strongly than in the urban schools.

The Education Department at Holy Names University is focused on preparing dedicated educators for the urban schools of Oakland, nearby cities, and urban schools throughout the nation. The Department's distinctive urban focus and the quality of its program and faculty are recognized by school districts, by peer organizations, and by the California Commission on Teacher Credentialing, which has continuously accredited the offered programs at the highest level. The current programs are fully compliant with SB2042, the most recent state regulations governing credentials. SB2042 now replaces CLAD (Cross Cultural, Language, and Academic Development) emphasis.

The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a career in teaching in a private college setting. The program seeks to include teacher candidates of diverse ethnic and cultural backgrounds who reflect the community. While students range in age from their early twenties to their mid-fifties, over half are between thirty and forty. They bring with them experiences in business, administration, raising families, law, the Americorps, and a variety of educationally related occupations. In themselves, they represent a deep resource of intellectual and personal talents to be shared with their peers, their faculty, and their future students.

The faculty is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools and doctorates related to urban education. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisors, and mentors. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems.

Finally, the Department has adopted a unique format for its programs, one in which programs capitalize on the ability of candidates to think and study independently. Education courses meet during late afternoon and evening hours to accommodate the needs of the working adult. Classes meet every other week, with a demanding set of assigned tasks (including required field experi-

ences) completed independently between class sessions.

The **Post-Baccalaureate Teacher Preparation** programs prepare students for Multiple and Single Subject Teaching Credentials, Multiple and Single Subject College Internship Credentials, and the Education Specialist: Mild/Moderate Disabilities credentials. Our credential holders have been very successful in obtaining teaching positions in local districts as well as in independent and parochial schools. All credential programs specified in this Catalog comply with the regulations and standards established by the California Commission on Teacher Credentialing (CCTC) and are subject to changes dictated by that Commission.

The **Multiple and Single Subjects** programs lead to an SB2042 preliminary credential and the preliminary credential with bilingual emphasis for those who qualify for and select this option. School districts often assume responsibility for meeting the requirements for the professional clear credential. Candidates may qualify for internship credentials while in the program.

The **Early Completion Option (ECO)** for credential programs is available for exceptionally qualified students who may waive foundation coursework by passing a state exam, The Teaching Foundation Exam. Remaining requirements, including passage of the Performance Assessment for California Teachers, must be completed.

The **Educational Specialist** credential approved as of Fall 2010 allows for placement in classrooms in classrooms with Mild/Moderate disabilities including autism. Candidates may qualify for an internship credential while in the program.

The **Autism Authorization** is a Commission approved program which prepares holders of the Education Specialist: Mild/Moderate credential earned prior to the new one listed above to teach this population of students.

The **Educational Therapy** program prepares students to become Educational Therapists, professionals who work with students of all ages who have various types of learning problems. The Educational Therapy program leads to a certificate, which may be used as part of the application for membership in the Association of Educational Therapists. Candidates may also earn a Master of Education degree with an emphasis in Educational Therapy by completing the research sequence, in addition to the professional course sequence

The **Master of Education Degree** is designed to meet the needs of students desirous of pursuing further graduate study. Credentialed teachers are prepared for advancement in the teaching profession. Others interested in educational policy studies receive a strong academic core as well as training in educational research.

General Admission Requirements for Credential, M.Ed., and Certificate Programs

1. A Bachelor's degree from a regionally accredited institution. Evidence of adequate subject matter preparation relevant to the program.
2. An overall grade point average of 2.6 in undergraduate 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.

Additional Requirements for Full Admission to the M.Ed. Programs

1. An interview with at least one member of the Education Department faculty. Personal qualities and professional experiences that suggest a strong potential for professional success will be evaluated. Formal acceptance of the applicant is made by the Teacher Education Committee (TEC), which includes members from the University at large.

2. A valid Certificate of Clearance issued by the state of California. This requirement may be completed within the first semester.
3. Evidence of writing skill, or completion of an approved Professional Writing course with a grade of B or better.
4. A statement of purpose specific to the Master's degree.

Additional Requirements for Full Admission to Credential Programs

1. An interview with at least one member of the Education Department faculty. Personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness as a teacher will be evaluated. Formal acceptance of the applicant is made by the Teacher Education Committee, which includes members from the University at large.
2. The California Basic Education Skills Test (CBEST). A passing score in all areas is required prior to full-time student teaching or application for the College Internship Credential. Multiple Subject candidates may substitute the Writing section of CSET for the CBEST requirement. Candidates may take only 15 units in the credential program before passing CSET or the Writing portion of CSET.
3. Subject Matter Competence. Completion of a CCTC-approved subject matter program or passage of CSET. (Successful passage of all components must be verified before candidates may begin full-time student teaching or internship teaching). CSET must be taken prior to or within the first semester of the program.
4. A valid Certificate of Clearance, an Emergency Teaching Permit, or a College Internship Credential. This requirement must be completed within the first semester.
5. Completion of a course in Health Education for Teachers, including valid CPR certification, or its equivalent. Completion of an upper-division course in language acquisition (LING 145/245), and six college semester units in the same foreign language or an equivalent experience. For Multiple Subject candidates, completion of a Physical Education for Teachers course. All courses that are taken to meet CCTC requirements or prerequisites must be completed with a grade of B or higher.
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 (B) in all coursework; one letter grade of C or C+ may be allowed at the discretion of the program advisor and with the approval of the Department Chairperson. However, a grade of A or B is required in the student teaching courses (320A, 320C, 320I, 330A, 330C, and 330I).
4. Successful completion of CCTC-mandated Teaching Performance Assessments (TPA).
5. Prior to applying for the initial Multiple Subject and Education Specialist Level 1 credentials, candidates must pass the Reading Instruction Competence Assessment examination (RICA).
6. For Bilingual Emphasis or Bilingual Authorization, CSET LOTE language of emphasis is required prior to application for licensure. In addition, EDUC 304 and 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.

MASTER OF EDUCATION DEGREE PROGRAM

The study for the Master of Education degree is designed to provide the necessary coursework and experience in human learning theory, instructional design, educational assessment, research, and advanced areas of study. Students are required to complete a minimum of 30 units of coursework. Master's candidates select either (a) a Master's of Education with an embedded teaching authorization (credential /certificate) or (b) a Master's of Education without a k-12 teaching authorization. Courses may be substituted with approval of the Master's Program Coordinator and the Chair.

Areas of concentration for the credential/certificate-embedded Master's of Education Degree may be selected from one of the following areas:

M.ED. URBAN EDUCATION: K-12 EDUCATION

(Multiple Subjects/Single Subject Credential +15 units)

Master's candidates who select this concentration have chosen to focus on K-12 education. For this concentration students complete a California Teaching credential in either Multiple Subjects or Single Subjects, an additional 9 units in an advanced area of study, plus 6 units in a research strand which includes the completion of a Thesis, also known as "Culminating Activity."

Core Courses (select 9 units)

| | |
|----------|--|
| EDUC 245 | Curriculum Development (3) |
| EDUC 292 | Educational Program Evaluation (3) |
| EDUC 241 | Issues in Urban Education (3) |
| EDUC 294 | Directed Study in a Special Topic in Education (1-3) (requires prior approval of the Chair) |

Required (6 units)

| | |
|-----------|--|
| EDUC 290 | Educational Research (3) |
| EDUC 298A | Thesis/Culminating Activity (3) (prerequisite is EDUC 290 + an approved proposal) |

M.ED. URBAN EDUCATION: SPECIAL EDUCATION

(Educational Specialist Mild/Moderate credential + 9 units)

Master's candidates who select this concentration have chosen a 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 3 units in an advanced area of study, plus 6 units in a research strand which includes the completion of a Thesis, also known as "Culminating Activity".

Core Courses (select one course/3 units)

| | |
|----------|--|
| EDUC 245 | Curriculum Development (3) |
| EDUC 292 | Educational Program Evaluation (3) |
| EDUC 241 | Issues in Urban Education (3) |
| EDUC 294 | Directed in a Special Topic in Education (1-3) (requires prior approval by the Chair) |

Required (6 units)

| | |
|-----------|--|
| EDUC 290 | Educational Research (3) |
| EDUC 298A | Thesis/Culminating Activity (3) (prerequisite is EDUC 290 + an approved proposal) |

M.ED. URBAN EDUCATION: EDUCATIONAL THERAPY

(Educational Therapist Certificate + 6 units)

Master's candidates who select this concentration have chosen a focus on Educational Therapy. For this concentration students complete the Association of Educational Therapy (AET) requirements and Holy Names University's requirements for the Certificate in Educational Therapy, plus 6 units in a research strand which includes a Thesis, also known as "Culminating Activity".

Required (6 units)

| | |
|-----------|---------------------------------|
| EDUC 290 | Educational Research (3) |
| EDUC 298A | Thesis/Culminating Activity (3) |

(prerequisite is EDUC 290 + an approved proposal)

M.ED. URBAN EDUCATION

(Non-credential/certificate minimum 30 units)

The Master of Education Degree in Urban Education is a Master's without an embedded K-12 teaching authorization (credential or certificate) and is intended for current and future educators who anticipate service in other than K-12 teaching environments. Such environments may include staff or faculty positions in community college and/or higher education, educational policy and positions in corporations or non-profit organizations, or professional development departments in either private or public sector agencies. This option requires a minimum of 30 units of graduate coursework without units in student or intern teaching or clinical practicum.

Core Courses (Select 24 units)

| | |
|-----------|--|
| EDUC 200 | Social Foundations (3) |
| EDUC 201 | Educational Psychology (3) |
| EDUC 202B | Multicultural Education (3) |
| EDUC 203 | Theories and Methods for Second Language Acquisition (3) |
| EDUC 205 | Literature Review (3) |
| EDUC 241 | Issues in Urban Education (3) |
| EDUC 245 | Curriculum Development (3) |
| EDUC 261 | Introduction to Mild/Moderate Disabilities (3) |
| EDUC 265 | Positive Learning Environments for Behavior Management (3) |
| EDUC 267 | Consultation and Collaboration Skills for Professionals |
| EDUC 292 | Educational Program Evaluation (3) |
| EDUC 294 | Directed Study in a Special Topic in Education (1-3) |
| EDUC 305 | Latino Culture (3) |
| EDUC 459 | Neuropsychological Principles in Education (3) |

Required Research Sequence (6 units)

| | |
|-----------|---------------------------------|
| EDUC 290 | Educational Research (3) |
| EDUC 298A | Thesis/Culminating Activity (3) |

(prerequisite EDUC 290 + an approved proposal)

Elective Support Classes (do not fulfill 30 required units)

| | |
|----------|-----------------------------------|
| EDUC 293 | Proposal Development (2 or 3) |
| EDUC 295 | Research Tools (2) |
| EDUC 297 | Professional Academic Writing (2) |

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 Adviser. 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 Adviser approves the proposal. After the thesis is completed, a committee meets with the candidate for a final review of the completed research.

Educational Research and Completion of Thesis/Culminating Scholarly Activity

All students, regardless of area of focus, must take Educational Research, EDUC 290, and EDUC 298, Thesis/Culminating Scholarly Activity. These two courses should be taken in sequence to best assure uninterrupted completion of the degree. Ideally they should be taken at or near the end of the program in order to benefit from program coursework. Exceptions to the recommended sequence must be approved by the Program Coordinator and the Department Chair.

In EDUC 290, students survey different methodologies, develop a research question, and decide the methodology best suited to their research question. At this time, they also request a Lead Thesis Adviser and one committee member. Proposals are to be reviewed by a minimum of 2 faculty members at a department level review prior to submission to the Department Chair or Master's Coordinator for forwarding to the Institutional Review Board (IRB) for final approval to begin data collection. It is the responsibility of the student to convene the committee, with the support of the Lead Thesis Adviser. 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 one or more supplementary elective non-required support classes to refine and complete the proposal. Review by the Education Department panel of faculty and submission to the university IRB can take place during the semester of the supplementary course.

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 Adviser, 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 Adviser or may elect to sign up with another Lead Thesis Adviser, with the Adviser's approval. If the thesis is not completed by the end of EDUC 298B, the student may enroll in EDUC 298C, with associated tuition and fees, in order to remain actively enrolled in the Master's Program. EDUC 298C may be repeated under extenuating circumstances with the approval of the Department Chair or Master's coordinator, and the Lead, if necessary.

CREDENTIAL PROGRAMS

The Education Department at Holy Names University aims at the finest preparation of professional teachers whose competencies include:

1. Addressing specifically the individual needs of children and young persons in urban schools, utilizing the various theories of teaching and learning, always understanding the impact of both the affective and cognitive factors involved;
2. Creating a school and classroom climate which models a sensitive concern about, and an honest respect, for students, recognizing and appreciating the diversity of their cultures;
3. Capitalizing on current research across the disciplines to generate creative solutions to perennial problems in schools;
4. Interacting and communicating professionally with all members of the educational community: students, colleagues, administrators, parents, and members of the larger community;
5. Accepting responsibility for moral, ethical, legal, and professional behavior, ready to self-evaluate personal performance as a means to increase competence;
6. Comprehending the relationship that exists between California credentialing requirements,

state curriculum and teaching standards, and the skills that are demanded of them in their pre-professional studies at Holy Names University.

The Education Department offers the following teaching credentials:

- the Multiple Subject;
- the Single Subject;
- the Multiple Subject Internship;
- the Single Subject Internship;
- the Education Specialist Credential, Mild/Moderate Disabilities, Level I;
- the Education Specialist: Mild/Moderate Disabilities Internship Credential, Level I;
- Bilingual Authorization;
- Autism Authorization

Multiple Subject (elementary) and Single Subject

Multiple and Single Subject Teaching Credential programs consist of 33-35 semester units. Fieldwork and observations in classrooms are required in every theory and curriculum course. Each credential authorizes instruction in classrooms that include students for whom English is a second language.

Students in the Multiple and Single Subject programs may be enrolled in either the regular student teaching or the college internship strands. Internship programs are for credential candidates who are employed as full-time teachers in districts that have entered into a collaborative agreement with Holy Names University. They must have successfully completed the subject matter competency requirement, the U.S. Constitution requirement, and the CBEST. The internship permits on-going supervision and coaching by University supervisors. Regular and internship strands begin with a common core of:

Educational Theory courses (9 units)

- EDUC 100/200 Social Foundations in Education (2,3)
- EDUC 101/201 Educational Psychology (2,3)
- EDUC 102A Educating Students with Special Needs (1)
- EDUC 102B/202B Multicultural Education (2,3)
- EDUC 103/203 Theories and Methods for Second Language Acquisition (2,3)

MULTIPLE SUBJECT TEACHING CREDENTIAL

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

Curriculum and Instruction Courses (11 units)

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

Fieldwork/Teaching Courses (11 units)

- EDUC 330A Teaching in the Elementary School (3)
- EDUC 330C Student Teaching in the Elementary School (8)
- or EDUC 330I Internship Teaching in the Elementary School (6,7,8)
- EDUC 330B Internship Teaching in the Elementary School (for first year interns) (1)
- EDUC 328 PACT 1, Introduction to the Performance Assessment for California Teachers (1)
- EDUC 329 PACT 2, Preparation for Completion of Final Teaching Event (1)

SINGLE SUBJECT CREDENTIAL

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

Curriculum and Instruction Courses (9 units)

- EDUC 322 Curriculum & Instruction in the Secondary Schools (3)
- EDUC 335 Curriculum & Instruction in the Secondary Schools: Reading (3)
- One Content Area course in the student's teaching major
(This requirement may be satisfied by taking an upper division or graduate level course in the teaching major.)

Fieldwork/Teaching Courses (13 units)

- EDUC 320A Teaching in the Secondary School
- EDUC 320C Student Teaching in the Secondary School (10)
- or EDUC 320I Internship Teaching in the Secondary School (8,9,10)
- EDUC 320B Internship Teaching in the Secondary School (for first year interns) (1)
- EDUC 328 PACT 1, Introduction to the Performance Assessment for California Teachers (1)
- EDUC 329 PACT 2, Preparation for Completion of Final Teaching Event (1)

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

Performance Assessment for California Teachers (PACT)

PACT (Performance Assessment for California Teachers) is a requirement for all candidates entering teacher preparation programs after July 1, 2008. Successful completion of the teaching performance assessment will be required to earn a California Preliminary Multiple Subject or Single Subject Credential.

Candidates are introduced to Teaching Performance Expectations at the beginning of their program. Throughout coursework, they work at tasks which prepare them for passage of the Performance Assessment for California Teachers. Evidence of their teaching skills is collected in an electronic portfolio. This evidence includes written documentation of their ability to plan content specific instruction, implement the plans, assess student learning, and reflect on their teaching. Their work is evaluated by certified PACT scorers. In order to be recommended for the credential (licensure) the candidate must achieve passing scores on the teaching tasks of PACT. A candidate who does not succeed initially will have the opportunity to redo and resubmit the portfolio.

Bilingual Authorization Curriculum

- EDUC 304 Bilingual Theory and Methods
- EDUC 305 Latino Culture

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

PRELIMINARY LEVEL 1 EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE DISABILITIES

This credential prepares individuals to teach children and young adults with mild to moderate disabilities including: specific learning disabilities, ADD/ADHD, language disabilities, autism, mild mental retardation, emotional difficulties, and behavioral disorders. Credential candidates select the Multiple Subject (36 units) or the Single Subject (37 units) option. The general education courses completed as a part of the Education Specialist: Mild/Moderate Credential may be credited toward the completion of the Multiple Subject or Single Subject Credential.

Both the Multiple Subject and the Single Subject options begin with a common core of:

Educational Theory Courses (6 units)

- EDUC 100/200 Social Foundations in Education (2,3)
- EDUC 102B/202B Multicultural Education (2,3)
- EDUC 103/203 Theories and Methods for Second Language Acquisition (2,3)

Special Education Core (21–22 units)

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

Multiple Subject Option

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

Curriculum and Instruction Courses (4 units)

| | |
|----------|--|
| EDUC 344 | Curriculum & Instruction in the Elementary School for the Special Education Teacher: Reading (2) |
| EDUC 341 | Curriculum & Instruction in the Elementary School for the Special Education Teacher: Mathematics (2) |

Fieldwork/Teaching Courses (5 or 6 units)

| | |
|--------------|---|
| EDUC 330M | Teaching in the Elementary School for the Special Education Teacher (2) |
| EDUC 361 | Field Studies Practicum in Mild/Moderate Disabilities (3) |
| or EDUC 3611 | Special Education Internship Teaching (4) |

Single Subject Option

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

Curriculum and Instruction Courses (5 units)

| | |
|----------|---|
| EDUC 322 | Curriculum & Instruction in the Secondary School (3) |
| EDUC 345 | Curriculum & Instruction in the Secondary School for the Special Education Teacher: Reading (3) |

Fieldwork/Teaching Courses (5 or 6 units)

| | |
|--------------|--|
| EDUC 320M | Teaching in the Secondary School for the Special Education Teacher (2) |
| EDUC 361 | Field Studies Practicum in Mild/Moderate Disabilities (3) |
| or EDUC 3611 | Special Education Internship Teaching (4) |

AUTISM AUTHORIZATION CURRICULUM

| | |
|----------|---|
| EDUC 357 | Understanding Autism Spectrum Disorder |
| EDUC 358 | Teaching Methodologies for Students with Autism Spectrum Disorder |
| EDUC 359 | Counseling and Collaboration for Students with Autism Spectrum Disorder |

CERTIFICATE IN EDUCATIONAL THERAPY

An Educational Therapist is an educational professional skilled in the areas of assessment, diagnosis, instructional intervention, and program development who works in clinics, learning centers, private practices, and literacy programs with children and adults who have various types of learning problems. These problems may include learning disabilities, dyslexia, attention deficit disorder, difficulties in reading, mathematics, written language, spelling, study, and organizational skills. The focus of the work in educational therapy is on the precise needs of the individual client rather

than a group of individuals as is often found in school settings. The Educational Therapist does not need a teaching credential to practice, but may not teach in a public school. In the Bay Area, there are many opportunities to combine private practice with school-based work in independent schools. The coursework is designed to meet the requirements for membership in the Association of Educational Therapists. Educational Therapy Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.Ed. if a student is accepted into that program.

Required Courses (27 units)

| | |
|-------------|---|
| EDUC 461 | Introduction to Mild/Moderate Disabilities (3) |
| EDUC 462 | Instructional Strategies for Students with Language Disorders (3) |
| EDUC 463 | Instructional Strategies for Students with Reading Difficulties (3) |
| EDUC 464 | Assessment in Special Education (3) |
| EDUC 466 | Advanced Assessment (3) |
| EDUC 467 | Counseling and Collaboration Skills for Professionals (2) |
| or EDUC 331 | Curriculum and Instruction in Elementary School: Mathematics (2) |
| EDUC 468A | The Roles of Educational Therapists (2) |
| EDUC 468B | The Roles of Educational Therapists (1) |
| EDUC 459 | Neuropsychological Principles in Education (3) |

The following courses are required for individuals who have not already taken them:

| | |
|--------------|--|
| EDUC 100 | Social Foundations (2) |
| EDUC 201/401 | Curriculum and Instruction in Elementary School: Reading (3) |
| PSYC 130 | Child and Adolescent Development (3) |

ACCELERATED EDUCATIONAL THERAPY CERTIFICATE

Teachers who hold a Preliminary Level I Education Specialist Mild/Moderate Credential or equivalent and have a minimum of three years experience may enroll in a fast-track certificate program. The following 12 units of coursework comprise this certificate program:

| | |
|-----------|--|
| EDUC 468A | The Roles of Educational Therapists (2) |
| EDUC 468B | The Roles of Educational Therapists (1) |
| EDUC 459 | Neuropsychological Principles in Education (3) |
| EDUC 460 | Practicum for Therapists (3) |
| EDUC 466 | Advanced Assessment (3) |

EDUCATION COURSES

100/200. Social Foundations in Education (2,3). Provides a critical study of the role of the school in American society. Students examine historical, economic, and political questions in American education.

101/201/401. Educational Psychology (2,3). Theory and research related to human development, learning and cognition, individual differences, motivation, and effective teaching are studied. The course seeks to prepare students to appropriately utilize principles of educational psychology in designing and implementing classroom instruction or learning plans.

102A. Educating Students with Special Needs (1). Offers an introduction to theories, issues, legal requirements, strategies, and materials for educating exceptional students, including mainstreaming into the general education programs at the elementary and secondary school levels. Topics addressed include PL 94-142, Section 504, IDEA, ADA, adapting instruction, and an overview of the characteristics of students with various disabilities. Fieldwork is required.

102B/202B. Multicultural Education (2,3). Provides a basis for understanding multiculturalism in education. Through reading, discussion, interviews, and participation in visual and performing arts, students are introduced to the career-long project of respecting and understanding the lives and perspectives of California's diverse student population.

103/203. Theories and Methods for Second Language Acquisition (2,3). The general goals of this course are to develop candidates' understandings of the foundations of second language acquisition, organizational models for the delivery of second language programs, and skills in the use of instructional strategies designed to enhance second language learning of students.

205. Literature Review (3). The general goals of this course are to learn to conduct a search of the scholarly literature on a particular topic of potential research interest of Education students in order to complete the degree. This 3 unit course fulfills Master's credit and is designed to prepare students in the conduct of a systematic integrated literature review and developing the skills to conduct a review of literature built on the framework of evidence-based practice, an increasingly important standard in the arena of literature reviews.

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.

245. Curriculum Development (3). 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 decision-making are studied.

259/459. Neuropsychological Principles in Education (3). This course focuses on an integration of neuropsychological and educational frameworks in order to further understanding of learning disabilities and remediation. This class focuses on key neuropsychological concepts which provide insight into the nature of learning and learning difficulties. It provides students with a basis to think broadly and carefully about the educational needs of individual students.

261/461. Introduction to Mild and 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, and program planning for children with special needs.

263/463. Instructional Strategies for Students with Reading Difficulties (3). An introduction to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. Specific methods of instruction and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course.

264/464. Assessment in Special Education (3). This course provides candidates with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in the development of Individual Educational Plans (IEPs).

265. Positive Learning Environments for Behavior Management (3). Identification and definition of behaviors, selection and implementation of intervention strategies. Environmental manipulation and behavior modification strategies for the reduction and elimination of problem behaviors are stressed.

266/466. Practicum in Assessment (3). A supervised practicum in planning, implementing and evaluating assessments as they pertain to individuals with disabilities. Candidates collect data from administered formal and informal methods of assessments. Instructional design is considered as an outcome of assessment process. Prerequisite: Education 264.

267/467. Counseling and Collaboration Skills for Professionals (2). This course presents opportunities for candidates to develop effective communication skills for working with students

with special needs, their families, and other service providers. Three themes provide a central focus to the course: the individual with a disability and the family; considerations in communication—culture, race, perspectives and previous experiences; collaboration and consolation within school, family, and community environments. Candidates participate in a variety of experiences where they have opportunities to apply course content and practice.

269. Math Strategies for Students with Mild/Moderate Disabilities (3). This course will focus on providing candidates with strategies to assist students with mild/moderate disabilities in understanding math concepts and problem-solving techniques. Candidates select and adapt standards-based curricula and supplementary materials in mathematics. Candidates will experience linking math content with IEP goals and objectives.

270. Curriculum and Instruction for Students with Mild Moderate Disabilities K-12 (2–3). This course prepares candidates to identify curriculum and instructional strategies that will give students with mild/moderate disabilities access to content standards and core curriculum. Candidates learn about and use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities in a range of educational settings. The course prepares candidates to use standards-based assessment data to develop IEP goals, make adaptations and create instructional plans that are responsive to the individual needs of students. Candidates learn the academic requirements of the core curriculum and learn to implement and adjust systematically to promote maximum learning and academic achievement. In this course candidates acquire a knowledge base of strategies and interventions to work with students who are not responding to the current instructional environment.

271. Technology for Students with Mild/Moderate Disabilities (2). This course includes hands-on lab experience along with lectures and group projects. Candidates learn techniques to use computer-based technology in the teaching and learning process for students with Mild/Moderate disabilities. The appropriate use of computer-based technology for information collection, analysis and management in the instructional setting is modeled and demonstrated. Candidates learn to use assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities in educational settings.

290. Educational Research (3). An introduction to methods and techniques used in research. 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.

292. Educational Program Evaluation (3). Instruction centers on the forms and functions of educational evaluation, data collection and reporting procedures, basic concepts of tests and measurement, the systematic utilization of assessment data in the identification of educational needs, and evaluation of educational programs.

293. Proposal Development (2 or 3). This optional and supplemental Master's program course is designed for students who already have a draft proposal for an original study and wish to further develop and refine it under the direction of the instructor and with the support of peer-reviews. The course objectives include the successful defense of the proposal before a committee of three faculty members. Determination of number of units is made based on a review of the degree of completion of the existing draft proposal. These units are outside of the required units for the degree. Prerequisite: Educational Research 290 and review of the draft proposal by the Master's Coordinator.

295. Using Educational Research Tools (2). In this optional and supplemental Master's level course, students will examine, evaluate, and practice the design and development of instruments and protocols for the collection of data in each qualitative and quantitative research studies. The course is designed for Master's students who are progressing towards completion of an original study in partial fulfillment of the Master of Education degree. Enrollment concurrent with EDU 290 Educational Research is recommended. Approval of Master's Coordinator is required.

297. Professional/Academic Writing Practicum (1-2). In this supplemental hands-on course, students will utilize their own work as well as that of others to examine, evaluate, and practice professional and academic writing. Writing practice will be in the context of specific area of professional study and within the structure of APA guidelines. This course may be required for students whose academic and professional writing skills have been assessed as underdeveloped for Master's level work. Enrollment concurrent with EDU 290 or EDU 298 is recommended. Units earned for this course are beyond the required 30 units for the Master's Degree. This course may be repeated for credit and enrollment must be recommended by a faculty member program adviser and approved by Master's Coordinator.

298. Culminating Scholarly Activity (3). This course requires scholarly research and completion of a thesis. Under the guidance of a departmental thesis committee, the candidate proposes and produces a comprehensive, approvable research document 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 for the first term. If it is necessary to take the course beyond two terms, students must register and pay for each subsequent term.

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. Focus is on the United States in general and California in particular. Topics will include: historical foundations, legal basis, theoretical rationale, program types/models, program development and implementation, and bilingual curriculum standards and accountability.

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.

320A. Teaching in the Secondary School (3). Teaching models and methods leading to competencies in the organization, interpretation, and presentation of the Single Subject teaching area are presented. Emphasis is given to the observation and critique of teaching situations in a variety of learning environments. Forty-five hours of on-site observations and participation are required. An understanding of diverse student populations is also stressed.

320B. Teaching in the Secondary School (1). The purpose of this course is to provide a supportive forum for single subject credential candidates teaching in their own classrooms. Candidates self-identify teaching strengths and weaknesses, address relevant issues confronting the students in their classrooms, learn effective teaching strategies, and compare teaching approaches, curriculum ideas, specific teaching techniques, and concerns. This course may be taken for credit twice.

320C. Teaching in the Secondary School (10). Supervision of the candidate in the student's Single Subject Credential teaching areas. Students will be placed at more than one level in a school which provides a multi-ethnic teaching experience. Student teaching is full-time, Monday through Friday, for one term. The student's schedule must follow that of the school district in which he/she is placed. Prerequisites: Passage of CSET or the completion of a waived major, successful completion of EDUC 320A, EDUC 100 or 101, EDUC 102A or 102B, and the recommendation of Single Subject Credential Coordinator. Students must complete 10 units of student teaching. Coursework must be completed with a grade of B or higher.

320I. Internship Teaching (8-10). Supervision of candidates employed as teachers at the secondary school level. Seminar includes reflection on domains of teaching identified in California Teaching Performance Expectations. Prerequisites: Passage of CSET and the recommendation of the

Single Subject Coordinator. Coursework must be completed with a grade of B or higher.

320M. Teaching in the Secondary School for Special Education Teachers (2). Teaching models and methods leading to competencies in the organization, interpretation, and presentation of the Single Subject teaching area are presented. Emphasis is given to the observation and critique of teaching situations in a variety of learning environments. Forty-five hours of on-site observations and participation are required. An understanding of diverse student populations is also stressed.

322. Curriculum and Instruction in the Secondary School (3). Principles and methods particular to the teaching of specific disciplines are presented. Each student will participate in lectures and workshops presented by effective practitioners in the student's subject area. Each student will also attend conferences, read journals, evaluate computer software, create individual lessons and units, analyze main intellectual themes of his/her discipline, and develop a plan for remaining current in his/her field.

328. PACT 1 (1). Introduction to the Performance Assessment for California Teachers (PACT). This course is taken during the semester prior to their completion of the performance assessment. Students are introduced to the structure and requirements of the Teaching Event, including the Plan, Instruct, Assess and Reflect Cycle. In addition, they are introduced to the technological tools of videotaping, uploading, and selecting portions of their work for assessment by the scorer. Multiple and Single Subject candidates attend the same section of this course.

329. PACT 2 (1). Preparation for Completion of Final Teaching Event. Students enroll in PACT 2 during the semester in which they plan to prepare and/or submit material for the final PACT assessment. The class is a support for success in the final assessment prior to licensure. Multiple and Single Subject candidates will attend separate sections of this class.

330A. Teaching in the Elementary School (3). Extensive exposure to classroom teaching at the elementary level or self-contained classrooms in middle school. Candidates will integrate theories of learning and methods of instruction in several assignments including a series of lesson plans in different subject areas and a theory-practice log. They spend a minimum of 45 hours in the classroom. Recommended: computer competency.

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 taken for credit twice.

330C. Teaching in the Elementary School (8). Supervised students teaching in elementary schools. Student teaching assignments are made at two differing grade levels for eight to twelve weeks in multi-ethnic schools. Student teaching is full-time, Monday through Friday. The student's schedule must follow that of the school district. Prerequisites: Passage of CSET, EDUC 330A, EDUC 334, EDUC 331, 332 or 333, EDUC 100 or 101, EDUC 102A or 102B, and the recommendation of the Multiple Subject Credential Coordinator. All students must complete 8 units of student teaching. Coursework must be completed with a grade of B or higher.

330I. Internship Teaching (8). Supervision of candidates employed as teachers at the elementary school level. Seminar includes reflection on domains of teaching identified in California Teaching Performance Expectations. Prerequisites: Passage of CBEST and CSET and the recommendation of the Multiple Subject Coordinator. Coursework must be completed with a grade of B or higher.

330M. Teaching in the Elementary School for Special Education Teachers (2). Extensive exposure to classroom teaching at the elementary level or self-contained classrooms in middle school. Candidates will integrate theories of learning and methods of instruction in several assignments including a series of lesson plans in different subject areas and a theory-practice log. They spend a minimum of 45 hours in the classroom.

331. Curriculum and Instruction in the Elementary Schools: Mathematics (2). An examination of the California State Frameworks, curricula, instructional materials, and mathematics teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: computer competency, EDUC 330A.

332. Curriculum and Instruction in the Elementary School: Social Studies (2). An examination of the California State Frameworks, curricula, instructional materials, and social studies teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: computer competency, EDUC 330A, EDUC 334.

333. Curriculum and Instruction in the Elementary School: Science (2). An examination of the California State Frameworks, curricula, instructional materials, and science teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: computer competency, EDUC 330A.

334. Curriculum and Instruction in the Elementary School: Reading (3). This course is a comprehensive study of reading as an essential communication process for all learners. A balanced approach to reading instruction including the direct, explicit teaching of decoding skills, vocabulary development, and strategies for understanding text is stressed. Instructional strategies and activities promoting automatic, fluent, constructive, strategic, and motivated lifelong reading are introduced. Recommended: computer competency, EDUC 330A.

335. Curriculum and Instruction in the Secondary School: Reading (3). A comprehensive study of reading as a communication process within the broad-based reading program with an emphasis on teaching study skills and reading in different content areas in the secondary school. Students will be introduced to numerous techniques for increasing comprehension and retention. Recommended: computer competency.

336. Curriculum and Instruction in the Elementary School: Writing and the Language Arts (2). A comprehensive study of language arts with an emphasis on writing as a communication process within the literature-based integrated reading/language arts program in the elementary school. Included in the topics of study are the writing process, the direct, explicit teaching of spelling, and the identification of quality children's literature. Fieldwork is required.

340. Introduction to Internship Teaching (1-2). This is a hybrid course with five modules: communications skills in reading, classroom management, developmentally-appropriate pedagogy and teaching practices; discipline-specific pedagogy, and teaching English learners. Candidates complete the 120 clock hours required for the internship credential. Approval of Department Chair or Program Coordinator required.

341. Curriculum and Instruction in the Elementary Schools for Special Education Teachers: Mathematics (2). An examination of the California State Frameworks, curricula, instructional materials, and mathematics teaching strategies. Research findings regarding effective teaching and learning, promising practices of classroom teachers, and an interdisciplinary approach are included. Recommended: computer competency, EDUC 330M.

344. Curriculum and Instruction in the Elementary School for Special Education Teachers: Reading (2). This course is a comprehensive study of reading as an essential communication process for all learners. A balanced approach to reading instruction including the direct, explicit teaching of decoding skills, vocabulary development, and strategies for understanding text is stressed. Instructional strategies and activities promoting automatic, fluent, constructive, strategic, and motivated lifelong reading are introduced. Recommended: computer competency, EDUC 330M.

345. Curriculum and Instruction in the Secondary School for Special Education Teachers: Reading (2). A comprehensive study of reading as a communication process within the broad-

based reading program with an emphasis on teaching study skills and reading in different content areas in the secondary school. Students will be introduced to numerous techniques for increasing comprehension and retention. Recommended: computer competency.

357. Understanding Autism Spectrum Disorder (2). In this course, candidates will learn about the characteristics of Autism Spectrum Disorder. They will learn to accommodate thinking and learning styles of students on the Autism Spectrum and gain an understanding of best practices in using communication systems with this population. The class will cover current research on causes and treatment for ASD as well as developmental differences with sensory regulation issues.

358. Teaching Methodologies in Autism (2). In this course candidates will learn about best practices in teaching students on the Autism Spectrum. The course will cover Applied Behavior Analysis and the TEACCH Model (Training and Educating Autistic and Communicatively Handicapped Children). Candidates will learn the appropriate behavioral approaches to use with students on the Autism Spectrum and social cognitive differences for students with Asperger's Syndrome.

359. Consultation and Collaboration for Students with Autism Spectrum Disorders (2). In this course, candidates will learn to work with various allied professionals to meet the academic, social, emotional and behavioral needs of students on the Autism Spectrum. Candidates will learn how to do functional behavioral analysis and transition plans for this population. The course will also cover best practices for working with parents, para-educators and general education teachers.

361. Field Studies Practicum for Mild/Moderate Disabilities (4). This course fulfills the full-time student teaching requirement for the Education Specialist: Mild/Moderate Credential (Level 1). Candidates teach full-time and take over the professional responsibilities of the teacher of record for students with mild/moderate disabilities. One or more placements are made in a variety of settings including a public school program for students with mild/moderate disabilities. This course is typically taken in conjunction with Education 269: Content Area Instructional Strategies for Students with Mild/Moderate Disabilities. Prerequisites: Passage of CSET and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential program. Coursework must be completed with a grade of B or higher.

361I. Special Education Internship Teaching (1-4). Supervision of candidates employed as special education teachers at the elementary and secondary school level. Seminar includes reflection on domains of teaching identified in the California Standards for the Teaching Profession, special education laws, individualized education plans, and appropriate pedagogical strategies for special education students. Prerequisites: passage of CSET and the approval of the Coordinator of the Education Specialist Mild/Moderate Credential program. Coursework must be completed with a grade of B or higher.

460. Practicum for Therapists (3). Supervised field placement practicum for educational therapy candidates in clinic or school settings. Candidates carry out assessment sequences, develop and implement instructional sequences, and participate in site-based programs. Prerequisite: a minimum of 9 units of study and the approval of the Coordinator of Special Education Programs.

462. Instructional Strategies for Students with Language Disorders (3). An introduction to theories, issues, strategies and materials related to assessment and instruction of students with language disorders. Specific methods of instruction and the selection and development of materials which match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course.

468A. The Roles of Educational Therapists (2). This course presents an overview of the practice of educational therapy. The areas of emphasis are historical and current perspectives on educational therapy; developing and managing a professional practice; assessment, diagnosis and instruction; and effective communication strategies within school, family, and service communities. Candidates create a plan for their professional development.

468B. The Roles of Educational Therapists (1). A continuation of EDUC 468A, this course provides the necessary specifics to begin working in the field of educational therapy, including handling

parental interaction, collecting data, billing practices, and issues related to building a new practice or school-based work. Several case studies will be presented to illustrate how theory becomes the practice of educational therapy.

ENGLISH

MASTER OF ARTS IN ENGLISH: THE WRITER'S CRAFT

The Writer's Craft is the only graduate writing program in Northern California that allows students to customize their degree, combining the areas of Creative Writing, Professional Writing, and Teaching Writing. The avenues for well-trained and talented writers and teachers are constantly evolving, and our program reflects these changes and provides exciting opportunities for our student writers. Teachers, writers, professionals: these are people who take our courses. These are people who live to write and write to live. Our workshops and seminars are offered in an evening, accelerated format, and many can be completed online. Each degree will have a self-designed nature, as students will choose which combination of professional writing, creative writing, and composition studies suits their personal and professional goals. Students will be able to complete the degree in two academic years, and each English 201: Creative Writing Workshop and English 202: Professional Writing Workshop course may be taken on-line rather than on campus. In some cases, we will attract off-site writers and teachers to teach workshops on-line, from their own locations.

Degree requirements (Total Required Units: 33)

Portal Courses 6 units

- English 140 Close Encounters with Literature (3)
- English 108 Professional Writing (3)

Literature Core 9 units

- English 220 Fiction (3)
- English 221 Poetry (3)
- English 222 Dramatic Literature (3)
- English 214 Shakespeare (3)
- English 233 American Self Images (3)
- English 248 Selected Topics in British Literature (3)
- English 251 Children's Literature (3)
- English 275 Literature in Translation (3)

Writing Workshops/Seminars 12 units

(Courses may be repeated for credit under different topics.)

- English 201 Workshop in Creative Writing (3)
- English 202 Workshop in Professional Writing (3)
- English 203 Seminar in Composition Studies (3)

Final Project 6 units

- English 298 The Writer's Project (6)

ENGLISH GRADUATE COURSES

(For literature courses, see undergraduate course descriptions.)

201. Workshop in Creative Writing (3). May be repeated for credit as 201A, 201B, 201C, etc. Topics range from "Narrative" and "Verse" to "Drama" and "Creative Nonfiction."

202. Workshop in Professional Writing (3). May be repeated for credit as 202A, 202B, 202C, etc. Topics range from "Feature Writing" and "Editorial Writing" to "Grant Writing" and "Technical Writing."

203. Seminar in Composition Studies (3). May be repeated as 203A, 203B, 203C, etc. Topics may include "The History of Composition Studies," "Teaching College Composition," and "Creative Writing Pedagogy."

298. The Writer's Project (3). The culminating project for students completing the Writer's Craft program. Students will complete a thesis-length project, approved by the program director.

LINGUISTICS

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

LINGUISTICS COURSES

245/445. Fundamentals of Language (3). An introduction to the study of language: its acquisition, nature, development, structure, variation, change, and relation to society, to education, and to communicative competence.

247. Modern American English (3). This course provides a broad perspective within which to understand Modern 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."

254. Sociolinguistics (3). An introductory survey of issues relating to language and its social context. The course includes topics on language variation, bilingualism and code switching politeness, language and gender, and language and power.

MUSIC

MM in Piano Pedagogy

MM in Piano Pedagogy with Suzuki Emphasis

MM in Vocal Pedagogy

MM in Music Education with Kodály Emphasis

Vocal Pedagogy Certificate

Kodály Specialist Certificate

Kodály Summer Certificate

Admission Requirements

A candidate may be admitted for graduate study if 1) University requirements for graduate admission have been met, 2) the student holds a Baccalaureate degree in music from an accredited institution, and 3) the student has a grade point average of at least 3.0 in music. Students with a bachelor's degree in a field other than music who wish to enroll in the program may be admitted upon passing the proficiency examinations, and at the discretion of the program director.

Proficiency exams in theory, sight singing, dictation, and piano are required of all students entering the program and must be taken prior to the student's first semester in residence. These exams are offered during the week prior to the beginning of each semester. (The sight-singing and dictation exams are also given on the first day of the Kodály Summer Institute.) Students who do not pass these examinations will be required to complete remedial assignments or take additional courses. As a result, students may not qualify for full-time graduate study. If a student has insuf-

ficient undergraduate coursework in music history, an examination may also be required in this area. All proficiency exams must be passed by the time a student has completed 15 units applicable to the degree or the student will be dropped from the program.

Auditions

For acceptance into any of the graduate music programs, the applicant must audition for a faculty jury prior to the term in which proposed study would begin. The list of works to be performed must be submitted to the program advisor at least one week prior to the scheduled audition. The selections performed should reflect mature musicianship, knowledge of different styles, and technical proficiency. In special circumstances, videotaped auditions will be accepted from students unable to audition in person.

For acceptance into the piano or vocal pedagogy programs, proficiency equivalent to the Baccalaureate degree with a major in solo performance or pedagogy is required. Pianists should perform three works chosen from different periods, at least one of which must be memorized. Singers should perform selections in French, German, Italian, and English, one of which must be an oratorio or opera aria; all selections must be memorized.

For acceptance into the Kodály music education program, applicants should sing two selections, one of which must be a folk song, the other a piece from the classical repertoire. Those applicants who have instrumental training should also perform a piece that reflects their level of musical understanding. All applicants with teaching experience must submit a videotape of their teaching.

MASTER OF MUSIC IN PIANO PEDAGOGY

Two majors in piano pedagogy are offered for those interested in teaching individual or class lessons. One program follows a traditional approach; the other places an emphasis on the Suzuki method of music education. Both programs focus on advanced training in methods and materials as well as performance skills. Observation and teaching opportunities are available in the Holy Names University Preparatory Music Department.

PIANO PEDAGOGY (30 units)

| | |
|-------------|---------------------------------|
| MUSC 216 | Private Lessons (1,1,1,1) |
| MUSC 226 | Studies in Piano Literature (2) |
| MUSC 231 | Seminar in Music Literature (2) |
| MUSC 244A,B | Solfège & Musicianship (2,2) |



| | |
|-------------|---|
| MUSC 251 | Piano Pedagogy (3) |
| MUSC 252 | Advanced Piano Pedagogy (3) |
| MUSC 264 | Advanced Piano Ensemble (1,1) |
| MUSC 265 | Advanced Accompanying (1,1) |
| MUSC 281A | Choral Conducting (2) |
| MUSC 296C,D | Practicum (2,2) |
| MUSC 290A | Recital (1) |
| MUSC 291A | Master's Project/Presentation of Private Students (1) |
| | Oral Comprehensive Examination (0) |

PIANO PEDAGOGY WITH SUZUKI EMPHASIS (32 units)

This program focuses on the teaching philosophy of Shinichi Suzuki, offering a practicum course supervised by a certified Suzuki Association of the Americas (SAA) piano teacher trainer. The program begins with the Suzuki Summer Program and continues into the academic year. A minimum of two summers and one academic year is necessary to complete the coursework. The graduates of this program may seek professional teaching positions at the affiliated Preparatory Music Department on campus. (Also offered is a Certificate in Piano Pedagogy with Suzuki Emphasis.)

| | |
|-------------|---|
| MUSC 216 | Private Lessons (1,1,1,1) |
| MUSC 226 | Studies in Piano Literature (2) |
| MUSC 231 | Seminar in Music Literature (2) |
| MUSC 244A,B | Solfège & Musicianship (2,2) |
| MUSC 252 | Advanced Piano Pedagogy (3) |
| MUSC 264 | Advanced Piano Ensemble (1) |
| MUSC 265 | Advanced Accompanying (1) |
| MUSC 281A | Choral Conducting (2) |
| MUSC 296C | Practicum (2) |
| MUSC 290A | Recital (1) |
| MUSC 291A | Master's Project/Presentation of Private Students (1) |
| | Oral Comprehensive Examination (0) |

**Up to eight summer extension units in Suzuki piano pedagogy and one unit of Practicum (MUSC X196D) will be accepted toward completion of the degree.*

MASTER OF MUSIC IN VOCAL PEDAGOGY (31 units)

This program provides the student with broad professional opportunities. Successful completion of the degree will qualify the singer to teach vocal technique and coach repertoire in private lessons, in a class, in a studio, or in an academic setting.

| | |
|-------------|---|
| MUSC 216 | Private Lessons (1,1,1,1) |
| MUSC 231 | Seminar in Music Literature (2) |
| MUSC 233 | Literature of the Voice (3) |
| MUSC 238 | Studies in Vocal Literature (2) |
| MUSC 244A,B | Solfège & Musicianship (2,2) |
| MUSC 255 | Advanced Vocal Pedagogy (3) |
| MUSC 261 | HNU Chamber Singers or other approved ensemble (1,1) |
| MUSC 281A | Choral Conducting (2) |
| MUSC 296E,F | Practicum (2,2) |
| MUSC 290A | Recital (1) |
| MUSC 291A | Master's Project/Presentation of Private Students (1) |
| | Oral Comprehensive Examination (0) |

MASTER OF MUSIC IN MUSIC EDUCATION WITH KODÁLY EMPHASIS (32 units)

The Kodály Center for Music Education at Holy Names University enjoys an international reputa-

tion as one of the major centers in North America for Kodály music training. The first institution of higher learning to grant an advanced degree in music education with Kodály emphasis, Holy Names University has maintained an internationally renowned faculty in its program for over thirty years. Students come from throughout the Americas and the Pacific Rim to study with Hungarian master teachers and distinguished American faculty to develop their own musicianship while learning how to teach. An integrated and practical curriculum, a supportive atmosphere, and a high standard of excellence are hallmarks of the program.

The Kodály philosophy of music education, inspired by Hungarian composer and educator Zoltán Kodály (1882-1967), is based on a vision of the place of music in the intellectual, emotional, physical, and social development of every child. Incorporating ideas from many different cultures, it places singing at the foundation of musical development. Authentic folk songs and masterpieces of classical music form the basis of the curriculum, in accordance with Kodály's belief that, for a child's education, "only the best is good enough." Kodály music education is known for its sequential development of skills, emphasis on music literacy, and strong choral programs, a natural flowering of a singing-based curriculum.

The Resource Center in the Kennedy Arts Center houses a folk song collection that has been recognized as an archive by the Library of Congress. This special collection, representing major and minor regional and ethnic groups in the United States, is uniquely organized according to pedagogical content and has proved invaluable to teachers who come to select songs for teaching musical skills through singing. Selections from the collection are available online at <http://kodaly.hnu.edu>.

The curriculum is designed for music teachers, choral conductors, church musicians, and performers who seek an advanced degree emphasizing the Kodály approach to music education. The curriculum features core courses in pedagogy, solfège and musicianship, choral conducting, folk music, children's vocal pedagogy, and choral singing. Supervised student teaching placements are provided in surrounding public schools. Part-time choral conducting and teaching internships are often available for experienced students. Teacher credentialing is also available at HNU. Through generous funding by the William and Flora Hewlett Foundation, the Kodály Endowment Fund enables the Kodály Center to award fellowships to qualified students.

The course of study for the Master's degree begins with the Kodály Summer Institute and continues sequentially through the academic year. The degree can be completed on a full- or part-time basis.

Summer 5 units

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|-----------|-------------------------------------|
| MUSC 210A | Kodály Pedagogy (summer) (2) |
| MUSC 211A | Solfège & Musicianship (summer) (1) |
| MUSC 214 | Folk Music (summer) (1) |
| MUSC 215A | Choral Conducting (1) |

Academic year 27 units

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|-------------|---------------------------------|
| MUSC 231 | Seminar in Music Literature (2) |
| MUSC 243A,B | Folk Music (2,2) |
| MUSC 244A,B | Solfège and Musicianship (2,2) |
| MUSC 246 | Children's Vocal Pedagogy (1) |
| MUSC 247A,B | Kodály Pedagogy (2,2) |
| MUSC 261 | HNU Chamber Singers (1,1) |
| MUSC 281A,B | Choral Conducting (2,2) |
| MUSC 296A,B | Practicum (3,3) |

VOCAL PEDAGOGY CERTIFICATE (12 UNITS)

The Vocal Pedagogy Certificate is a twelve unit post-baccalaureate certificate that can be completed in one academic year. It is designed for new or experienced voice teachers to sharpen their knowledge and skills in teaching singers of all ages and experience levels. Students will join a cohort of fellow teachers that enrolls in two semesters of physiology/pedagogy, practicum (with evaluation

from your cohort and a master teacher), and voice lessons. There is also the option to add other courses, including musicianship training from HNU's world-famous Kodály program, ensembles, history and literature classes.

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| MUSC 454 | Vocal Pedagogy (3) |
| MUSC 455 | Advanced Vocal Pedagogy (3) |
| MUSC 496 E, F | Practicum (2,2) |
| MUSC 416 | Private Lessons (1,1) |

These courses will coincide with, and have equivalent requirements to, the courses we already offer in our Master's program. Should a student enrolled in the certificate wish to apply to the master's program, these units can be applied towards the master's degree. However, this decision, and application, must be made before the awarding of the graduate certificate. It will also be possible for a student to move from the Master's degree to the certificate, in the case of unforeseen circumstances which prohibit a student from completing the master's degree. The Certificate and Master's are differentiated one from the other by total number of units required; the Certificate requires 12 units while the Master's requires 31 units.

KODÁLY SPECIALIST CERTIFICATE (20 UNITS)

Holy Names University offers a non-degree, post-baccalaureate course of study leading to a Kodály Specialist Certificate during the academic year for music teachers, choral conductors, church musicians, and performers. Students participate in the regular Kodály academic year program, gaining a fundamental grasp of the Kodály concept of music education through the core curriculum of solfège, choral conducting, choir, pedagogy, folk music, and practicum. Applicants must possess a bachelor's degree in music or in a related field, and a high level of musical competency, teaching ability, and professionalism. All candidates are strongly encouraged to begin their studies with the annual Kodály Summer Institute. Kodály Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.M. if a student is accepted into that program.

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|-------------|------------------------------|
| MUSC 443A,B | Folk Music (2,2) |
| MUSC 444A,B | Solfège & Musicianship (2,2) |
| MUSC 447A,B | Kodály Pedagogy (2,2) |
| MUSC 481A | Choral Conducting (2) |
| MUSC 496A,B | Practicum (3,3) |

KODÁLY SUMMER CERTIFICATE (17 UNITS)

The Kodály Summer Certificate is a non-degree program that may be completed in three summers and does not require a formal admission process. Applicants must possess a bachelor's degree in music or in a related field. Further information about this certificate may be obtained from the Kodály Center Director at the University. Kodály Certificate coursework is graded with letter grades due to external licensing requirements and courses taken at the certificate level may be credited toward the M.M. if a student is accepted into that program.

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|---------------|----------------------------------|
| MUSC 410A,B,C | Kodály Pedagogy (2,2,2) |
| MUSC 411A,B,C | Solfège and Musicianship (1,1,1) |
| MUSC 418 | Choir (1,1) |
| MUSC 415A,B,C | Choral Conducting (1,1,1) |
| MUSC 414A,B,C | Folk Music (1,1,1) |

MUSIC COURSES

201. Introduction to Music Pedagogy (1). This team-taught course introduces many topics com-

mon to music teaching, including: learning theory; music teaching methods; auxiliary techniques; printed, recorded and internet resources; functional understanding of the voice and piano; psychological and communication skills; and business practices.

210A,B,C/410A,B,C. Kodály Pedagogy (2,2,2). Strategies for implementing the Kodály philosophy of education in the musical classroom. Each level (I,II,III) features a peer teaching forum, allowing participants to try out theory in practice. (Offered during summer institute.)

211A,B,C/411A,B,C. Solfège and Musicianship (1,1,1). Participants are assigned a section of daily solfège instruction according to a placement assessment on the first day. Classes include training in sight singing, ear training, intonation, memorization, dictation, harmonic hearing, and stylistic analysis. (Offered during summer institute.)

214A,B,C/414A,B,C. Folk Music (1,1,1). Song materials from the many cultures represented in the United States, including singing games and dances as well as songs appropriate for each level of instruction. Methods of research, collection, and analysis. Participants have the opportunity to work in the HNU Folk Song Collection, an archive recognized by the Library of Congress. (Offered during summer institute.)

215A,B,C/415A,B,C. Choral Conducting (1,1,1). Beginning and continuing conducting skills taught in a choral lab setting, allowing participants to put conducting theory into practice with a choral ensemble. (Offered during summer institute.)

***216/416. Private Lessons (1).** A total of fourteen one-hour lessons, given during a regular term. Performances at Noon Concerts and a performance final are required in each term lessons are taken.

***218/418. Choir (1).** Visiting Hungarian professor leads daily choral rehearsals for the entire summer institute. (Offered during summer institute.)

***224. Opera Workshop (1).** Study and performance of scenes from the standard opera repertoire. Audition required for acceptance. Repeatable for credit.

***226. Studies in Piano Literature (2).** An in-depth study of a body of works for piano by a major composer or of a major stylistic period intended to develop an understanding of the style and insight into the techniques of interpretation. Topics vary.

***231. Seminar in Music Literature (2).** Studies of composers or musical forms and styles in a particular period. Topics vary. Repeatable for credit.

232A,B. Lyric Diction (1,1). Fundamentals of lyric diction using the symbols of the International Phonetic Alphabet. Course includes class drill and critique of individual performance. **A:** Italian and French. **B:** German and English. Prerequisite: knowledge of singing and of the International Phonetic Alphabet (IPA) symbols.

233. Literature of the Voice (3). A survey of the principal literature for solo voice.

234A,B. Keyboard Literature (2,2). **A:** A study of the principal literature of the piano from the Baroque to Schubert. **B:** A study of the principal literature of the piano from the Romantic Era to the present.

***238. Studies in Vocal Literature (2).** An in-depth study of a body of works for voice by a major composer or of a major stylistic period intended to develop an understanding of the style and insight into the techniques of interpretation. Topics vary.

243A,B/443A,B. Folk Music (2,2). **A:** Analysis and memorization of materials within primary American folk song traditions. Choice of materials for teaching elementary pedagogical concepts and philosophic basis for inclusion of folk materials in the curriculum. Project develops the comparison of variants of a folk song. **B:** Fundamentals of folk song research, leading towards a research project. Folk song transcription and arrangement. Choice of materials for teaching advanced pedagogical concepts. Folk song analysis culminates in completed folk song collection.

244A,B/444A,B. Solfège & Musicianship (3,3) (2,2 for Piano and Vocal Pedagogy degrees). **A:** Musicianship training, including sight-singing using movable do solfège, rhythmic and melodic dictation, ear training, memorization, part work, and stylistic analysis within pentatonic and modal literature. **B:** Continued development of musicianship and musicality through advanced sight singing and dictation, clef reading, figured bass, and stylistic and harmonic analysis of different periods of music.

246. Children's Vocal Pedagogy (1). Study of children's vocal production and development. Introduction to choral repertoire and techniques for working with children and adolescents.

247A,B/447A,B. Kodály Pedagogy (2,2). **A:** Philosophy and teaching techniques of Kodály music education. Includes techniques of fostering musicality and literacy in elementary school children through sequential curriculum building, lesson planning, and strategies for teaching music elements. **B:** Exploration of advanced pedagogical concepts and teaching techniques, analysis and evaluation of materials suitable for the continued development of musicality, and literacy for the upper elementary grades and beyond.

251. Piano Pedagogy (3). Methods and materials; application of technical and musical fundamentals to beginning levels of teaching.

252. Advanced Piano Pedagogy (3). Application of technical and musical fundamentals to intermediate and advanced levels of teaching.

254/454. Vocal Pedagogy (3). Includes goal setting, how to teach technique and coach repertoire, a survey of vocal literature, and the anatomy and physiology of the instrument.

255/455. Advanced Vocal Pedagogy (3). A course designed for students who have some experience in teaching. Includes a survey of methods and materials, discussions on special interest topics, and practical evaluation of students under teaching and performing conditions. Prerequisite: MUSC 154/254.

***261. HNU Chamber Singers (1).** Study and performance of choral chamber literature. Open by audition to graduates, undergraduates, and members of the community.

***262. Advanced Chamber Ensemble (1).** Performance of selected major works in the literature of string, woodwind, vocal and/or brass ensemble, or combinations of these groups. Open by audition to members of the community.

***263. HNU Orchestra (1).** Performance of works from the standard orchestra repertoire. Open by audition to members of the community.

***264. Advanced Piano Ensemble (1).** Study and performance of keyboard works for piano ensemble.

***265. Advanced Accompanying (1).** Qualified pianists may be assigned to studio and ensemble accompanying for three hours per week.

***267. Advanced Baroque Ensemble (1).** Performance of instrumental and vocal works from the 18th century. Open by audition to members of the community.

***281A,B/481A,B. Choral Conducting (2,2).** **A:** Basic principles of conducting and rehearsal techniques taught in a laboratory setting. Application of these principles to artistic performance. Includes introduction to phonetics and score memorization and preparation. **B:** Continued development of conducting and rehearsal techniques. Application of these principles in the performance of more difficult choral repertoire. Includes working with choral groups and instrumentalists to demonstrate artistic and technical competency.

290A. Recital (1). Graduate recital will be given with the approval of the instructor and music faculty jury.

291A,B. Master's Project/Presentation of Private Students (1). Project designed with guidance

from faculty advisor and evaluated by a committee. Oral Defense required.

296A,B,C,D,E,F/496A,B,C,D,E,F Practicum (3,3,2,2,2,2). Pedagogical theory is put into practice through student teaching and regular observation of master teachers. **A,B: Kodály Emphasis.** Designed to allow students to apply Kodály philosophy in the American school system through 1) observation of master teachers in the Bay Area, 2) peer teaching and 3) student teaching at cooperating Kodály laboratory schools throughout the academic year. **C,D: Piano Pedagogy.** Group or individual lessons taught by pedagogy students under supervision. **E,F: Vocal Pedagogy.** Group or individual lessons taught by pedagogy students under supervision.

**Repeatable courses.*

NURSING

The Department of Nursing at Holy Names University offers a graduate program in nursing with four options: one for those interested in becoming a Family Nurse Practitioner (FNP), one for those who want to become an administrator or manager in nursing (Administration/Management), one for those who want to be prepared as a Clinical Faculty Person (CFP), and one for those who want to obtain two degrees (MSN and MBA) in the time it takes to complete one. Another dual degree is the Nursing/Forensic Psychology program which can also be completed in the time it takes to complete one degree. Students in any of these options complete a core of courses plus additional courses specific to their selected area of advanced nursing practice.

The MSN program is two years (6 semesters) of study. Completion will take longer if the student enrolls in courses out of the scheduled sequence. Classes meet once monthly on Thursday through Sunday. 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 and the last three semesters of the Administration/Management, the Clinical Faculty, and the dual degree options. 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.

RNs seeking these dual degree programs will find these Holy Names University programs very attractive because: (1) the 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; (2) A new state-of-art studio at Holy Names University brings the classroom to the workplace via video-conferencing. 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; (3) The MSN and MBA degree program and the Nursing and Forensic Psychology dual degree program can be completed in just 24 months; (4) The MSN/MBA program requires three undergraduate prerequisites: statistics, precalculus, and computer proficiency (i.e., Microsoft Excel). The Nursing and Forensic Psychology dual degree program has no undergraduate prerequisites other than the BSN degree.

Accreditation/Certification

The MSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Family Nurse Practitioner option is approved by the California Board of Registered Nursing. Graduates of the Family Nurse Practitioner option are eligible for certification as an FNP by the California Board of Registered Nursing and are also eligible to sit for the national ANCC (American Nurses Credentialing Center) and AANP (American Academy of Nurse Practitioners) Family Nurse Practitioner certification examinations.

Administration/Management students are eligible to sit for the national ANCC Nursing Administration or Advanced Nursing Administration examination, dependent upon practice time and level of nursing management position.



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. Baccalaureate Degree in Nursing (BSN) from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Cumulative GPA of 2.80 or better and a GPA of 3.00 in the nursing courses from their baccalaureate program.
4. Courses in pathophysiology, statistics, and research at the undergraduate level.
5. A TOEFL score of 500 or higher if English is the second language.
6. Two letters of reference from a colleague, teacher/faculty, minister, etc..

Master of Science Nursing (MSN) Curriculum

Students must complete 45 units of study in order to complete the FNP option, 36 to complete the Administration/Management and Clinical Faculty options, 67 units to complete the MSN/MBA program, and 61 unit to complete the Nursing/Forensic Psychology program. Students in any of the graduate programs must have computer access and an email address while enrolled in the program. Communication between faculty and students by email is continuous. They also must have Professional Liability Insurance while in any practicum course. Information on how to obtain the insurance is available at the Office of the Department of Nursing in Heafey Hall, room 628.

Student performance in clinical practice courses is appraised using a “pass” or “fail” system. Student achievement in all other courses in the master’s programs is based on the established grading system of the University. See the section entitled “evaluation” in this catalog for a description of the grading system.

Core Courses Required of all MSN Students in any of the MSN program options (16 units):

| | |
|----------|--|
| NURS 211 | The Theoretical Basis and Philosophical Foundations of Advanced Practice Nursing (3) |
| NURS 212 | Healthcare Law and Ethics (3) |
| NURS 214 | Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3) |

| | |
|-----------|--|
| NURS 216 | Social Impact of Healthcare Economics in a Changing Healthcare Environment (3) |
| NURS 217A | Scientific Inquiry in Nursing (2) |
| NURS 217B | Capstone Course (2) |

Requirements for Family Nurse Practitioner Option (29 units):

| | |
|-----------|--|
| NURS 240 | Advanced Health Assessment (3) |
| NURS 240L | Advanced Health Assessment Lab (1) |
| NURS 241 | Primary Care of the Family Through the Life Span I (4) |
| NURS 242 | Primary Care of the Family Through the Life Span II (4) |
| NURS 243 | Advanced Pathophysiology (2) |
| NURS 244 | Advanced Pharmacology (3) |
| NURS 251A | Primary Care of the Family Through the Life Span: Role Performance I (2) |
| NURS 251B | Primary Care of the Family Through the Life Span: Role Performance I (2) |
| NURS 252 | Primary Care of the Family Through the Life Span: Role Performance II (4) |
| NURS 253 | Primary Care of the Family Through the Life Span: Role Performance III (4) |

Requirements for the Administration/Management Nursing Option (20 units)

| | |
|-----------|---|
| NURS 220 | Concepts and Theories of Nursing Management and Development (3) |
| NURS 223 | Finance and Budgeting in Healthcare (3) |
| NURS 224 | Human Resource Management and Development (3) |
| NURS 225 | Organization Theory (3) |
| NURS 234A | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 234B | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 235 | Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4) |

Requirements for the Clinical Faculty Option (20 units):

| | |
|-----------|--|
| NURS 240 | Advanced Health Assessment (3) |
| NURS 240L | Advanced Health Assessment Lab (1) |
| NURS 261 | Concepts and Theories of Learning for the Nurse Educator (3) |
| NURS 262 | Teaching Strategies (3) |
| NURS 263 | Evaluation and Test Construction (3) |
| NURS 264 | Curriculum Development (3) |
| NURS 265A | Practicum I (2) |
| NURS 265B | Practicum II (2) |

Successful completion of the core courses and the option courses is required for graduation. Evaluation of clinical experiences occurs 1-2 times a semester and is determined by assigned faculty in consultation with the student's preceptor.

MSN/MBA Program

The MSN/MBA program is one of only six in the State of California and is designed for nurses interested in preparation for higher administration positions and/or owning a business related to healthcare. This is a 67-unit program that allows the nurse to complete two degrees at once.

Requirements for the MSN/MBA program (67 units)

| | |
|---------|---|
| BSAD 20 | Quantitative Methods for Business and Economics (3) |
| BSAD 10 | Principles of Accounting (3) |
| BSAD 11 | Principles of Accounting (3) |
| BSAD 12 | Principles of Accounting (3) |

| | |
|-------------|---|
| BSAD 129 | Business Finance (3) |
| BSAD 207 | Managerial Accounting (3) |
| BSAD 229 | Financial Management (3) |
| BSAD 251 | Corporate Policy and Ethics (3) |
| BSAD 260 | Marketing Management (3) |
| BSAD 295 | Strategy in the Global Environment (3) |
| NURS 211 | Theoretical Basis and Philosophical Foundation of Advanced Practice (3) |
| NURS 212 | Healthcare Law and Ethics (3) |
| NURS 214 | Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3) |
| NURS 216 | Social Impact of Healthcare Economics in a Changing Healthcare Environment (3) |
| NURS 217A | Scientific Inquiry in Nursing (2) |
| NURS 217B | Capstone (2) |
| NURS 220 | Concepts and Theories of Nursing Management and Development (3) |
| or BSAD 255 | Leadership and Organizational Behavior (3) |
| NURS 223 | Finance and Budgeting in Healthcare (3) |
| NURS 224 | Human Resource Management and Development (3) |
| or BSAD 230 | Management Dynamics (3) |
| NURS 225 | Organization Theory (3) |
| or BSAD 253 | Building Learning Organizations (3) |
| NURS 234A | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 234B | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 235 | Providing Leadership for Healthcare Delivery for Diverse Populations in a Community-Based Environment II (4) |

MSN/MA in FORENSIC PSYCHOLOGY

DUAL DEGREE PROGRAM (effective 2010-2011 academic year)

The MSN/MA in Forensic Psychology program is the only one offered in the state of California and is designed for nurses interested in working with those in correctional facilities who need counseling and healthcare. The program is based in a foundational philosophy of therapeutic jurisprudence. The practical application of theory will be provided in appropriate therapeutic supervised field placements. This is a 61 unit program that allows the nurse to complete two degrees at once.

Nursing Requirements for MSN/MA in Forensic Psychology (31 units)

| | |
|-----------|---|
| NURS 211 | Theoretical Basis and Philosophical Foundation of Advanced Practice (3) |
| NURS 212 | Healthcare Law and Ethics (3) |
| NURS 214 | Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3) |
| NURS 216 | Social Impact of Healthcare Economics in a Changing Healthcare Environment (3) |
| NURS 217A | Scientific Inquiry in Nursing (2) |
| NURS 217B | Capstone (2) |
| NURS 240 | Advanced Health Assessment (3) |
| NURS 240L | Advanced Health Assessment Lab (1) |
| NURS 244 | Advanced Pharmacology (3) |
| NURS 271 | Clinical Experience I (4) |
| NURS 272 | Clinical Experience II (4) |

Forensic Psychology Requirements for MSN/MA in Forensic Psychology (30 units)

| | |
|------------|--|
| CPSY 200 | Foundations of Counseling: Process and Skills (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 209A | Assessment, Diagnosis, and Treatment of the Victim (3) |
| CPSY 209B | Assessment, Diagnosis, and Treatment of the Offender (3) |
| CPSY 211 | Forensics: Psychometrics and Assessment (3) |
| CPSY 226 | Advanced Issues in Correctional and Community Counseling (3) |
| CPSY 240 C | Use of the Statistical Manual IV as a System for Identifying and Classifying Psychopathology (1) |
| CPSY 245C | HIV/AIDS Assessment and Treatment (1) |
| CPSY 245D | Domestic Violence (1) |

Pathway Program to the Master of Science in Nursing (MSN)

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

Family Nurse Practitioner Option (18 units)

| | |
|------------------|---|
| NURS 131 | Health Assessment |
| NURS 141 | Nursing Research |
| NURS 142W & 142L | Family and Community Health Nursing I and Practicum |
| NURS 152 | Family and Community Health Nursing II |
| NURS 171 | Pathophysiology |

Clinical Faculty Option (18 units)

| | |
|------------------|---|
| NURS 131 | Health Assessment |
| NURS 141 | Nursing Research |
| NURS 142W & 142L | Family and Community Health Nursing I and Practicum |
| NURS 152 | Family and Community Health Nursing II |
| NURS 153 | Healthcare Economics |

Administration/Management or MSN/MBA Option (16 units)

| | |
|------------------|---|
| NURS 141 | Nursing Research |
| NURS 142W & 142L | Family and Community Health Nursing I and Practicum |
| NURS 151 & 151L | Leadership and Management in Nursing and Practicum |
| NURS 153 | Healthcare Economics |

Nursing/Forensic Psychology Option (18 units)

| | |
|----------|----------------------|
| BIOL 180 | Epidemiology |
| NURS 131 | Health Assessment |
| NURS 141 | Nursing Research |
| NURS 153 | Healthcare Economics |
| NURS 171 | Pathophysiology |
| SOCI 105 | Statistics |

Certificate Programs

Family Nurse Practitioner Post-Master Certificate Program

Holy Names University offers a post-master Family Nurse Practitioner Program of study for regis-

tered nurses with a master's degree in nursing. Qualified applicants must have an MSN, MN, MS, or MA in Nursing from a nationally accredited school/department of nursing and a current California license as a Registered Nurse. The program consists of ten post-graduate courses and includes 32 units of study. Clinical requirements consist of assignments to approved clinical sites with a qualified preceptor. Up to 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) Family Nurse Practitioner certification examinations. Certificate coursework is graded with letter grades due to external licensing requirements.

Required Courses (32 units)

| | |
|-----------|---|
| NURS 414 | Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3) |
| NURS 440 | Advanced Health Assessment (3) |
| NURS 440L | Advanced Health Assessment Lab (1) |
| NURS 441 | Primary Care of the Family Through The Life Span I (4) |
| NURS 442 | Primary Care of the Family Through The Life Span II (4) |
| NURS 443 | Advanced Pathophysiology (2) |
| NURS 444 | Advanced Pharmacology (3) |
| NURS 451A | Primary Care of the Family Through the Life Span: Role Performance I (2) |
| NURS 451B | Primary Care of the Family Through the Life Span: Role Performance I (2) |
| NURS 452 | Primary Care of the Family Through the Life Span: Role Performance II (4) |
| NURS 453 | Primary Care of the Family Through the Life Span: Role Performance III (4) |

Administration/Management Post-Master Certificate Program

Holy Names University offers a post-master Administration/Management Program of study for registered nurses with a master's degree in nursing. Qualified applicants must have a MSN, MN, MS, or MA in Nursing from a nationally accredited school/department of nursing. The program consists of eight post-graduate courses and includes 23 credit hours of graduate study. Clinical requirements consist of assignments to approved clinical sites with a qualified preceptor. Up to six credit hours of required coursework can be transferred from previous graduate study if equivalency can be demonstrated. However, all preceptor supervised hours of study must be completed within the program of study at Holy Names University. Certificate coursework is graded with letter grades due to external licensing requirements.

Required Courses (23 units)

| | |
|-----------|---|
| NURS 414 | Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3) |
| NURS 420 | Concepts and Theories of Nursing Management and Development (3) |
| NURS 423 | Finance and Budgeting in Healthcare (3) |
| NURS 424 | Human Resource Management and Development (3) |
| NURS 425 | Organization Theory (3) |
| NURS 434A | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 434B | Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I (2) |
| NURS 435 | Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4) |

Clinical Faculty Post-Master Certificate Program

Holy Names University offers a Post Master Clinical Faculty Certificate program of study for registered nurses with a master's degree in nursing. Qualified applicants must have an MSN, MN, MS, or MA in nursing recognized by a nationally accredited agency such as the National League for Nursing Accreditation Commission (NLNAC) or the Commission for Collegiate Nursing Education (CCNE). The program consists of eight courses which include 20 units of graduate study. Clinical requirements include assignments to clinical sites with a qualified preceptor. A maximum of three units of coursework completed elsewhere at the graduate level can be transferred for credit toward the certificate if equivalency can be demonstrated. However, all preceptor supervised hours of study must be completed at Holy Names University. Certificate coursework is graded with letter grades due to external licensing requirements.

Required Courses (20 units):

| | |
|-----------|--|
| NURS 440 | Advanced Health Assessment (3) |
| NURS 440L | Advanced Health Assessment lab (1) |
| NURS 461 | Concepts and Theories of Learning for the Nurse Educator (3) |
| NURS 462 | Teaching Strategies (3) |
| NURS 463 | Evaluation and Test Construction (3) |
| NURS 464 | Curriculum Development (3) |
| NURS 465A | Practicum I (2) |
| NURS 465B | Practicum II (2) |

NURSING COURSES

211. The Theoretical Basis and Philosophical Foundation for Advanced Nursing Practice (3). This course introduces the student to a variety of philosophical and conceptual perspectives of advanced practice nursing. Emphasis is placed on how these concepts have been integrated into the current practice models and the regulatory mechanisms governing advanced practice nursing. No pre- or co-requisites.

212. Health Law and Ethics (3). This course focuses on the federal, state, and local laws affecting healthcare delivery and healthcare organization policy. Emphasis is placed on the role of the advanced practice nurse as a patient advocate and one who must adhere to the law and regulations while basing decisions upon ethical theory. No pre- or co-requisites.

214/414. Health Promotion and Risk Reduction of Diverse Populations Across the Life Span (3). This course examines the roles of advanced practice nurses in planning and providing primary care to individuals, families and communities in order to maintain health and promote wellness. Emphasis is placed on the importance of understanding and incorporating ethnic and cultural beliefs about health and illness into the plan of care. Principles of epidemiology, models of health belief, processes of behavior change, and the assessment of screening tools and routine preventive services are discussed. No pre- or co-requisites.

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. Emphasis is placed on how the economics of healthcare impact the model of healthcare delivery and the role of the advanced practice nurse. No pre- or co-requisites.

217A. Scientific Inquiry in Nursing (2). Using research principles and methodology, the student prepares a research proposal on a subject of interest which is applicable to the role of advanced practice nursing. The purpose of the course is for the student to develop proficiency in the development and conducting of research applicable to the selected option. Prerequisites: NURS 141 or an undergraduate course in research and a course in statistics.

217B. Capstone Course (2). The research proposal developed in NURS 217A is implemented in this course. The student will collect, analyze, interpret, and report the data collected according to the research proposal. Prerequisite: NURS 217A.

220/420. Concepts and Theories of Nursing Administration/Management (3). This course focuses on the concepts and theories related to leadership and management. Special attention will be given to creating effective work groups, motivating and coaching individuals, negotiating, and managing a culturally diverse workforce. No pre- or co-requisites.

223/423. Finance and Budgeting in Healthcare. (3). This course focuses on the models and processes used in the development of a financial plan and a budget based on the revenues and expenses of an agency. Budget analysis and financial evaluation are discussed. Special emphasis is placed on the laws and regulations governing healthcare institutions and how they impact the budgeting process. No pre- or co-requisites.

224/424. Human Resource Management and Development. (3). This course focuses on the concepts, theories, and related laws and regulations germane to the recruitment, retention, and development of employees. New technology, economics, and social forces are transforming work, institutions, individual lives, and the way companies operate. At all levels leaders/managers must learn how to manage change well. Prerequisites: NURS 220.

225/425. Organization Theory (3). This course focuses on the concepts of organization theories and how they define and provide direction for developing healthcare organizations. Special attention is placed on key leadership strategies such as system thinking, innovation, communication, personal mastery, and team building as elements of organizational development. Prerequisites: NURS 220.

234A/434A. Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I. (2, Pass/Fail). This course provides the student with an opportunity to use the theories and concepts presented in NURS 220, 223, 224, and 225 as a basis for providing direction and the development of others. Working with a preceptor, the student will prepare a budget, help with the recruitment, retention and development of others, and use management skills consistent with the organization's philosophy and mission. Prerequisites: NURS 220, 223, 224, and concurrent enrollment in NURS 225.

234B/434B. Managing Healthcare Delivery for Diverse Populations in a Community-Based Environment: Role Development I. (2, Pass/Fail). In this course the student will focus on developing administrative and management skills that are useful in a variety of situations. Special attention will be given to helping the student select and develop a management style that is flexible, effective, employee focused, and institution consistent. Prerequisite: NURS 234A.

235/435. Providing Leadership for Healthcare Delivery to Diverse Populations in a Community-Based Environment: Role Development II (4, Pass/Fail). This course provides the student with an opportunity to develop leadership skills within the context of system and environmental parameters. Using the concepts and theories of NURS 220, the student will be expected to initiate and carry forth a project which involves providing leadership for others. Prerequisites: NURS 234B.

240/440. Advanced Health Assessment (3). In this course students learn to assess diverse populations and individuals of varying ages. Emphasis is placed on the acquisition, analysis, synthesis and communication of physical, psycho-social, developmental and nutritional data needed to identify health problems in order to develop healthcare plans. Prerequisites: Successful completion of a basic health assessment course and concurrent enrollment in N240L.

240L/440L. Advanced Health Assessment Lab (1, Pass/Fail). This course is the practice component of N240 and occurs in a skills laboratory. Working with laboratory partners, and human and simulated models, students practice interviewing, history taking and assessment skills. Office microscopy and problem-oriented record keeping are also practiced. No prerequisites. However, concurrent enrollment in NURS 240 is required.

241/441. Primary Care of the Family Through the Life Span I (4). In this course students learn to assess and manage simple symptoms, episodic illnesses, common complications of pregnancy, and minor emergencies. The emphasis of the course is on the role of the Family Nurse Practitioner in meeting primary care needs of the individual and family throughout the life span, within a culturally diverse environment. Prerequisite: Concurrent enrollment in NURS 251A.

242/442. Primary Care of the Family Through the Life Span II (4). In this course the students learn to assess and manage complex, serious and chronic health conditions of individuals within the scope of advanced nursing practice. The role of the Family Nurse Practitioner as a member of an interdisciplinary team is emphasized. Prerequisite: Successful completion of NURS 241 and concurrent enrollment in NURS 251B.

243/443. Advanced Pathophysiology (2). This course focuses on the pathophysiological basis of disease from a system perspective. Emphasis is placed on advanced study of disease pathology and patient responses that emerge during the disease progression. Discussion centers on the role of the nurse practitioner in applying an understanding of the etiology, epidemiology and natural history of disease in the design of therapeutic regimens. Prerequisite: An undergraduate course in pathophysiology.

244/444. Advanced Pharmacology (3). This course focuses on the clinical application of pharmacology as primary care provided by advanced practice nurses. The principles of pharmacodynamics and pharmacokinetics to clinical use of drugs are 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. Students will learn to perform pain assessments, examine the legal and pharmacological aspects of furnishing controlled substances, and will explore problems of drug misuse and diversion. Prerequisites: Undergraduate courses in pharmacology and pathophysiology.

251A/451A. Primary Care of the Family Through the Life Span: Role Performance I (2, Pass/Fail). Nursing 251A provides the student with an opportunity to apply the concepts learned in NURS 241 to individuals of all ages and their families who are coping with simple and episodic health problems and health maintenance. Emphasis is placed on providing primary care with the supervision of a preceptor. Students are expected to spend one day a week in clinical practice (total of 104 hours) and must attend a two-hour seminar once a month during each graduate weekend throughout the semester in which the course occurs. Prerequisite: Concurrent enrollment in NURS 241.

251B/451B. Primary Care of the Family Through the Life Span: Role Performance II (2, Pass/Fail). This course provides the student with an opportunity to apply the concepts learned in NURS 242 to individuals of all ages and their families. With preceptor supervision, students assess, diagnose, and provide primary care for individuals and families coping with increasingly complex, serious and chronic health conditions. Students are expected to spend one day a week in clinical practice (a total of 104 hours) and must attend a two-hour seminar once a month during each graduate weekend throughout the semester in which the course occurs. Prerequisite: Concurrent enrollment in NURS 242.

252/452. Primary Care of the Family Through the Life Span: Role Performance III (4, Pass/Fail). Nursing 252 provides the student with a preceptored, supervised clinical experience with an emphasis on role acquisition, comprehensive assessment, health promotion, and increasingly independent management of common health problems. Students are expected to spend two days a week in clinical practice (a total of 208 hours) and must attend a four-hour seminar once a month during each graduate weekend throughout the semester in which the course occurs. Prerequisites: Successful completion of N251A and N251B.

253/453. Primary Care of the Family Through the Life Span: Role Performance IV (4, Pass/Fail). Nursing 253 culminates the student's clinical experiences and is thus a time for the full appli-

cation of 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. Students are expected to spend two days a week in clinical practice (a total of 208 hours) and must attend a four hour seminar once a month during each graduate weekend throughout the semester in which the course occurs. Prerequisite: Satisfactory completion of N252.

261/461. Concepts and Theories of Learning (3). The focus of this course is on the concepts and theories of learning that can be used to facilitate an undergraduate student's understanding of a body of knowledge. Special attention is directed to the ways the nurse educator student helps the undergraduate nursing student apply knowledge in the clinical setting based on the student's individual learning style, nature of the setting, and the expectations of the experience. Prerequisites: None.

262/462. Teaching Strategies (3). This course is designed to provide students with a repertoire of teaching strategies that can be used in the classroom and the clinical setting. Lecture, class discussions, group work, and the use of slides, movies, DVDs, Power Point presentations, and other strategies are explored as ways to promote learning based on individual and group need. How to create and maintain a positive learning environment is also included in this course. Prerequisites: None.

263/463. Evaluation and Test Construction (3). In this course, the faculty teach students how to evaluate undergraduate nursing students in the clinical setting based on the objectives of the experience. Particular attention is given to how to provide corrective and constructive feedback, when to praise, and how to help the student improve. Learning how to prepare a variety of evaluation/testing tools (performance appraisals, multiple-choice, essay, matching, and fill-in tests) is also covered. Prerequisites: NURS 261 and NURS 262.

264/464. Curriculum Development (3). This course is designed to provide students with an understanding of the process of curriculum development for the preparation of nurses in a clinical setting. Students will learn how to conduct a needs assessment, develop a philosophy and program outcomes, design a curriculum, develop courses, plan an evaluation of the curriculum, determine learning activities, and create a syllabus. Prerequisites: NURS 261 and NURS 262.

265A/465A. Clinical Faculty Practicum I (2, Pass/Fail). Practical experience in a clinical setting helping undergraduate nursing students apply what they have learned in the classroom to the care of patients is the focus of this course. Working with a faculty person, the clinical faculty student will learn how to assign, supervise, and evaluate performance of undergraduate nursing students. Prerequisites: NURS 240, 240L, 261, 262, 263, and 264.

265B/465B. Clinical Faculty Practicum II (2, Pass/Fail). Throughout this course, the nurse educator student will function autonomously with a group of undergraduate students, helping them learn the role of nurse in the clinical setting. Periodic review will occur to determine if the nurse educator student is able to design experiences for students who are having difficulty or who need to improve their motivation and/or reduce their anxiety. Prerequisites: NURS 240, 240L, 261, 262, 263, 264, and 265A.

271/471. Nursing/Forensic Psychology Clinical Practicum (4, Pass/Fail). Throughout this course the student will have an opportunity to function in a setting where the concepts and theories presented in the classroom can be implemented. The students will develop skills in assessment, diagnosis, and treatment of a variety of psycho-pathology conditions both of the offender and the victim. They will also learn how to be a skillful counselor. Prerequisites are: NURS 212, NURS 240, NURS 240L, NURS 244, CPSY 200, CPSY 205, CPSY 207, CPSY 209A & CPSY 209B.

272/472. Nursing/Forensic Psychology Clinical Practicum (4, Pass/Fail). In this course the student will function in a setting where the concepts and theories of forensics, correctional counseling, HIV/AIDS assessment and treatment, and domestic violence are the focus of their experiences. Prerequisites are: NURS 271, CPSY 211, CPSY 226, CPSY 245C, CPSY 245C.

299. **Independent Study (1-4).** Students who wish to complete an independent study in nursing can register in this course as long as there is a faculty person available to supervise the experience. Approval by the Chair of the Department is required. No pre- or co-requisites.

BUSINESS COURSES

(see Undergraduate and Graduate Business Management Section)



GENERAL POLICIES AND PROCEDURES

CREDIT

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

Credit by Examination

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

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

Credit for Graduate Courses Taken at Holy Names University

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

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

Credit for Individual Instruction

Baccalaureate students may register for 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 the session immediately following if an Deferred Grading Petition is filed. Payments made in the initial term will not be credited beyond the second session. Individualized instruction needs the approval of the instructor, the Chairperson and the Registrar. Ordinarily, students may apply **no more than six units each of 196, 198, and 199 courses** toward the Bachelor's degree.

Credits Through Cross-Registration

Full-time undergraduate students who have accumulated credits beyond the freshman year are given the opportunity to take **one class per term** on another campus. This consortium is subject to the limitations agreed upon between the cooperating institutions. In the agreements arranged between HNU and several local institutions, students may take, on a space available basis, a course not available to them on the home campus. Tuition is paid to HNU at the applicable HNU student

rate. Rules of the host campus apply to the academic work, and cross-registration students are responsible for obtaining information about the policies and academic deadlines of the host institution. Currently, HNU has agreements with the Berkeley City College (formerly Vista College); California College of the Arts; California State University, East Bay; College of Alameda; Graduate Theological Union; 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.

Transfer Credit Policies

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 each course passed with a **test score of 4 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.

International Baccalaureate

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

Courses From Other Institutions

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

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

College Level Examination Program (CLEP)

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

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

Credit for Extension Classes

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

Credit for Cooperative Education

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

Credit for Military Training and USAFI

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

Credit for Non-collegiate Instruction

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

Credit for Portfolio-Evaluated Experiential Learning (PEEL)

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

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

Student Eligibility

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

Fee Structure

Fees are paid on an individual course-by-course basis. The initial application/counseling fee will be \$125 and an evaluation fee for each course will be \$325. Fees are charged for services performed, not for credit granted.

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.

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 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 filing a Schedule Change Form in the Student Resource Center by the published deadlines. Courses dropped by the drop deadline do not appear on a student's transcript.

Withdrawal from a Class

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

Deadline Appeals Committee

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

UNIT LOAD AND STUDENT ENROLLMENT STATUS

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

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

Full-time Undergraduate Status

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

Full-Time Graduate Status

A full-time program of studies for Master's and Graduate Certificate students may consist of 9 graduate units per semester. A full-time student in the Teaching Credential or undergraduate certificate programs registers for 12 units each semester. If the program of studies includes undergraduate courses, or performance/activity courses, the unit load per term may be increased.

International Undergraduate Students

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

International Graduate Students

International graduate students (holding F-1 visas) must complete at least 9 graduate units each semester in accordance with the full-time study requirements of the U.S. Immigration and Customs Enforcement.

Veterans' Enrollment Status

For undergraduates, 12 units are considered full-time, 9-11 are three-quarter time, and 6-8 are half-time. Graduate students take 9 units for full-time status, 6 for three-quarter time, and 5 for half-time. Information concerning the University's procedures for certifying veteran enrollment may be obtained from the Registrar's Office. Processing of veterans' enrollment status takes place only after official registration.

Auditing

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

Those 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.



EVALUATION

Grades

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

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

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

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

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

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

Credit/No Credit For Undergraduates

So that they may investigate different academic disciplines, undergraduate students may take up to eight courses while in attendance at HNU as Credit/No Credit (no more than one course per term). ENGL 1A, ENGL 1B; ESLG 24A, ESLG 24B, ISAC 195(W) and courses required as preparation for the student's major itself are excluded. 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 Registrar by the Add deadline. Students may change a CR/NC option to a letter grade until the end of the eighth week of the semester, or the third week of the accelerated term, but registration may not be changed from letter grading to CR/NC after the add deadline. No grade points are assigned in a course taken CR/NC. The units for which CR is achieved count toward the total required for graduation but do not affect the grade point average. No grade option can be changed after the term ends.

Incomplete for Undergraduates

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

In Progress for Undergraduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and successfully complete the course by the conclusion of the following term. Enrolling in the course for a third term is possible only in exceptional circumstances, with the permission of the Assistant Dean for Academic Affairs. This option is reserved for ENGL A, ESLG 6, ESLG 24A, ESLG 24B, MATH A, MATH B, and MATH C.

Deferred Grading for Undergraduates

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

Incomplete for Graduates

A grade of I, Incomplete, indicates that some portion of the work for which a student has registered is incomplete. Graduate students who have completed 80% or more of a course with a passing grade, but are unable to complete all the coursework on time, may petition for an Incomplete. The student is responsible for obtaining the form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center.

The deadline is the final day of the term for graduate, credential, and certificate students. A student who fails to file the appropriate paperwork will receive an F in his/her course. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The normal time for completion of an Incomplete is the end of the following term. The Incomplete remains on the record until the contract is completed or the time on the contract has expired without the work being accomplished. In the latter case, the I becomes an F.

Under special circumstances, and with the approval of the instructor and the Program Director, the student may petition for an extension in time (provided it does not extend the program of studies beyond the seven-year period). New Incomplete paperwork must be filed with the Student Resource Center when extensions are made. A graduate student with two or more Incompletes outstanding will not be permitted to enroll in any additional courses until the I grades are completed. If the instructor leaves the University before the student completes the coursework, the student is responsible for consulting with the Program Director. The Program Director may have the student complete the course with another instructor, repeat the course, substitute a comparable course (if the graduate program allows for this variability), or convert the I to an F. If the student is required to retake the course or a comparable course, tuition must be paid for this additional course. Graduate students taking courses at the 100 level are required to follow the Incomplete policy applicable to undergraduate students.

In Progress for Graduates

The grade of IP, In Progress, on a record indicates that a course is in progress at the conclusion of the term. The student must register for and normally completes the course by the conclusion of the following term, paying only the campus fee but no tuition charges. In some cases, the course may be taken a third time for completion, during which time the student must pay tuition and fees. At the graduate level, this grade is reserved for culminating project or thesis courses.

Deferred Grading for Graduates

The grade of DE, Deferred Grading, on a record indicates that course requirements extend beyond the end of one term. This grade applies exclusively to experiential courses which require certain number of hours spent in experiential settings, such as Internships, Student Teaching or Clinical Placements, Fieldwork, or Practica. The student is responsible for obtaining a form in the Student Resource Center, completing it with the instructor, and filing it in the Student Resource Center.

The deadline is the final day of the term for graduate, credential, and certificate students. Before filing the paperwork, the student and the instructor must determine a mutually agreeable deadline for the completion of the coursework. The longest timeframe for completion of a Deferred Grading class is one year. Students who do not file a petition for Deferred Grading by the deadline or who fail to fulfill the contract by completing the required work on time and in a satisfactory manner will receive an F or NC grade for the course.

Credit/No Credit for Graduates

Credit/No Credit courses are not accepted in graduate programs except the Spirituality program.

Pass/Fail Grades

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

ACADEMIC HONORS

Dean's List

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

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

Honor Societies

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

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

Honors at Graduation

Honors at graduation are conferred upon students who complete work for the Bachelor's degree with high distinction. These honors are recorded on the student's transcript. The student must have at least 45 units of credit in graded work on the A-F system taken at HNU. Graduation honors are based on all undergraduate coursework transferred into HNU and the work taken at HNU. Summa cum laude indicates a cumulative 3.85 grade point average for all college work; magna cum laude,

a cumulative grade point average of at least 3.7; and cum laude, a cumulative grade point average of at least 3.5. Students may also receive departmental honors upon the recommendation of the major department.

The Founders' Medal

The Founders' Medal is awarded each year, by vote of the faculty, to a graduating senior who has demonstrated unusual 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 not only for recognition of past accomplishments, but also in anticipation of future service. To be nominated, a student must both have these qualifications and have completed at least 60 units at Holy Names University.

POLICIES AND PROCEDURES

Academic Honesty

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

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

Penalties and Reporting Procedures

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

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

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

Student Appeal Process

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

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

Specific Violation of Academic Honesty

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

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

Plagiarism

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

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

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

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

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

Computer Assisted Plagiarism

Students are reminded that computer-assisted plagiarism—i.e., representing another person's work as their own—is still plagiarism. Student abuse of computer-assisted plagiarism is subject to the

penalties stated in the Academic Honesty policy. The following are examples of computer assisted plagiarism:

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

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

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

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

Scope

The scope of the policy includes persons:

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

Response to Disruptive Behavior

- In a situation of classroom or activity disruption, the instructor should first indicate to the student(s) that the behavior is disruptive and provide an opportunity for the individual(s) to conform to the expected standards of the class. It is hoped that in the majority of instances the matter can be resolved in this initial, informal manner.
- If the behavior continues, the student(s) should be given an immediate, direct, warning to discontinue the behavior.
- If the disruption continues or reoccurs at a later class the instructor may repeat the initial request to discontinue, or ask the student(s) to leave the classroom or university-sponsored event.
- If a student(s) refuses to leave upon request the instructor shall call Campus Safety to assist in removing the student.
***If the instructor considers that he/she is in immediate danger or is concerned about personal safety, Campus Safety at ext. 1234 should be contacted. They will respond to the site and provide appropriate response to the immediate concern.*
- In the situation where the student(s) has been asked to leave the class, the instructor shall notify, in writing, the Department Chair, the Vice President for Academic Affairs, and the Vice President for Student Affairs. This report shall include information relating to the incident and subsequent steps taken for resolution.
- The Vice President for Student Affairs, or designate, will conduct a review of the incident. This

review may consist of interview with the involved student(s), involved instructor, Department chair, Vice President for Academic Affairs, security and any other involved parties.

- The Vice President for Student Affairs, or designate, will then resolve the problem in the manner, which seems most appropriate. Examples of resolutions may include return to the class/activity with the expectation that behaviors will conform to expected standards, removal from the class/activity, change to another setting, suspension from the class for the semester, suspension from the University or any other resolution dependent on the circumstances.
- The Vice President for Student Affairs, or designate, will communicate the resolution of the situation to involved parties in writing, as is allowable by FERPA.

Attendance

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

Final Examinations

Final examinations are given only at the day and hour specified during the scheduled time period as published. In planning his or her program, the student is cautioned against taking two courses in the same examination group. Any student who has an overly concentrated examination schedule should inform his/her instructors at the beginning of the term. With the approval of the department Chairperson, the instructor may negotiate a time change for the student.

Unsatisfactory Progress Notification

The Student Success Center also collaborates with faculty to monitor the academic progress of HNU students. Students may receive an Unsatisfactory Progress Notification from their professor should an academic concern arise. The UPN (Unsatisfactory Progress Notification) can be completed at any point during the semester class session by the instructor and informs the student as to how the university can provide support in their academic pursuits.

Undergraduate Probation and Disqualification

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

Undergraduate Academic Warning

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

Undergraduate Academic Probation

Undergraduate students will be placed on Academic Probation if

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

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

Undergraduate Academic Disqualification

Undergraduate students will be subject to Academic Disqualification from further registration at Holy Names University if they: (1) fail to clear probation for two consecutive semesters; (2) earn a semester grade point average below 1.0; (3) fail three or more courses in any semester.

Undergraduate Academic Reinstatement

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

Graduate Disqualification

Graduate students are expected to maintain a 3.0 cumulative and semester grade point average throughout the pursuit of their educational objective. Graduate students receiving a grade below a B- are subject to disqualification from the University and are not allowed to take further graduate courses at Holy Names University, even if their cumulative grade point average is above 3.0.

Graduate Academic Reinstatement

In rare circumstances, a Graduate Program Director may allow a graduate student to repeat a course in which they received a grade below a B-. To be considered for this opportunity, a graduate student must write a letter of appeal to the Graduate Program Director. All requests for reinstatement after an initial appeal has been denied by the Graduate Program Director must go to the Vice President for Academic Affairs. See the above paragraph on Undergraduate Academic Reinstatement for further details.

Catalog Requirements Under which a Student Graduates

An undergraduate student remaining in attendance in regular sessions at Holy Names University will meet the complete set of requirements in effect at Holy Names University at the time of entrance. If graduation requirements change during a student's attendance, the student may elect to meet the complete set of requirements in effect at the time of entrance or the complete set of new requirements. The Registrar may authorize or require substitutions for discontinued courses.

A student declaring or changing his or her major or minor field of study is required to complete the major or minor requirements in effect at the time of the declaration or change. If attendance is maintained, changing one's major or minor will not change catalog rights for General Education or other graduation requirements beyond the major or minor. A break in attendance for two or more years will make the student subject to the General Education and major requirements in effect at the time of re-enrollment.

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

Leave of Absence/Withdrawal

A student who wishes to withdraw from the University with the option of returning at a specified time in the future, may apply for a Leave of Absence. A student who wishes to withdraw from the University for an unspecified length of time, 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 the following time limits: in the case of undergraduate students, the study must resume within 2 years of the most recent enrollment (see below); in the case of graduate students, the degree must be completed within seven years from the first term of enrollment. Any student who discontinues coursework without filing an official withdrawal receives a failure in all courses not completed. Undergraduate students who are academically disqualified and wish to reenroll, must apply for reinstatement. These students do not qualify for a Leave of Absence and/or Withdrawal. Graduate students who are academically disqualified ordinarily may not reapply and do not qualify for a Leave of Absence or Withdrawal.

Academic Re-enrollment

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

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

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

Degree Completion

All candidates for Bachelor's or Master's degrees, certificates and credentials must complete a Candidate for a Degree form (available in the Student Resource Center) and pay a graduation fee well in advance of their intended date of graduation. The deadlines for filing the Candidate for a Degree form are listed in the Academic Calendar. (June 30 for December candidate; October 15 for May or August candidates.) The purpose of this notification is to provide time to verify with the advisor and the Registrar that all requirements have been met. Diplomas and certificates will be ordered only if this form has been completed and submitted to the Student Resource Center.

Graduation

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

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

Ceremonies

Public ceremonies take place in May for students completing their degrees, certificates, and credentials during the academic year. Traditional undergraduate students who are within six units of completing their degrees may participate in all ceremonies in May. Adult Baccalaureate Degree students who are within their last nine units may participate in all ceremonies in May. This must include the units in which they are enrolled at the time of the graduation ceremony. Credential students whose final coursework will be completed in the summer session after Commencement ceremonies may participate in all ceremonies in May. Graduate students who are enrolled in their last units in the Spring, have a grade point average of 3.0 at the time of the ceremonies, and have completed all culminating theses, projects, recitals, and practica are eligible to participate in the ceremonies in May. Any exceptions to these policies are considered by the appropriate Curriculum and Standards Committee. Diplomas and transcripts will record the actual degree date after degree requirements are completed.

RECORDS

On Privacy of Student Educational Records and Annual Notification

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

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

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

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

Eligible students or parents may ask Holy Names University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the eligible student or parent, the University will notify the eligible student or parent of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student or parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information 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 PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases *even when we object to or do not request such research*. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

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

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

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

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

Grade Reports

Grade reports made available electronically within three weeks of the end of a term. Current students may view their transcripts in the Student Resource Center at any time; however grades cannot be given out over the telephone.

Transcripts

Official transcripts of a student’s academic record are issued for the transfer of credits to other colleges and universities and for the information of certifying agencies and employers. The academic record of any student will be sent at the student’s written request to any institution or person designated by the student. To be regarded as official, the transcript must be signed by the Registrar,

carry the seal of the University and be sent by the Student Resource Center directly to the recipient. Transcripts are withheld until financial obligations to the University have been met. For their personal use, students may view their transcript and/or degree audit report electronically. They will also receive a complementary transcript of their completed work along with their diploma or certificate.

Change of Name and Address

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

Academic 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.

Academic Appeals

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

Academic appeals fall broadly into four categories:

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

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

Academic appeals concerning a grade or requirement in a particular course:

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

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

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

Academic appeals concerning penalties resulting from violations of academic honesty:

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

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

Academic appeals concerning the interpretation or application of a general education or major/degree/program requirement:

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

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

Academic appeals concerning academic disqualification from the University:

Step 1. Graduate students should direct appeals of academic disqualification to their Program Director. Undergraduate students should direct appeals of academic disqualification to the Vice President for Academic Affairs. Appeals must be made in writing within fifteen (15) working days of receipt of the academic disqualification letter. The Program Director or Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Program Director or Vice President will report in writing to the student his/her findings and decision. For undergraduate students, the decision of the Vice President is final. There is no further University appeal.

Step 2. Graduate students may appeal the decision of the Program Director to the Vice President for Academic Affairs. The student must direct a written appeal to the Vice President within fifteen (15) working days of the receipt of the Program Director's decision. The Vice President will investigate the matter. Within fifteen (15) working days of receipt of the student's appeal, the Vice President will report in writing to the student his/her findings and decision. The decision of the Vice President is final. There is no further University appeal.

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

University Ombudsperson

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

Policy of Nondiscrimination

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

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

This Catalog constitutes the University's document of record. While every effort is made to ensure the correctness and timeliness of information contained in this Catalog, the University cannot guarantee that changes will not occur after publication. More timely information may be found on the university's website, student handbooks, and in the publications of each academic area. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in this Catalog and in other campus publications.

RESOURCES FOR LEARNING

Cushing Library

<http://www.hnu.edu/cushingLibrary>

The Cushing Library is your 24x7 resource, offering everything from comfortable places to study between classes to personalized help with your research papers. We have a surprisingly strong electronic collection for a library our size, with over 20,000 e-journals, 50,000 eBooks, and many other databases, some with video and music. You can easily access our online resources off-campus—anytime, anywhere. We also offer traditional print books, including a growing collection of popular reading recommended by the campus First Year Experience committee.

On campus, we welcome food and covered beverages throughout our two-level facility (except near our 40+ computers), and we offer free wifi and many places to recharge your cell phones or laptops. We encourage you to reserve our study rooms for individual and group study, ASHNU meetings, or personal projects (see our website for reservation forms).

Our expert librarians are always ready to help you succeed in school through one-on-one assistance or our library classes. You can ask your questions by chat or email, or just walk in during our librarian service hours (posted on our website). We also offer dozens of online research guides on popular topics such as nursing, business, and sports biology.

For both full and part-time faculty we offer our “research success” classes, designed to help students build their information literacy through customized instruction. One of the library's hallmark programs is a technology enrichment service for faculty. We provide one-on-one and group instruction for faculty seeking to build skills in both standard and emerging technologies. We also have a Library Classroom with 20 PCs and two projectors that can be reserved for semester-long use or for individual classes.

New in 2010, we are offering interlibrary loan services—the ability to request books and articles we don't own. If we don't have it, we can nearly always get it for you from thousands of libraries worldwide. Our website points you to our online forms to quickly request what you need.

We also offer events, and we encourage suggestions for future activities. We have offered literary readings, art talks, and campus-wide barbecues, and we are planning a fuller range of offerings in the near future.

Other services include course reserves and thesis binding. The Kennedy Fine and Performing Arts Center also offers a folk music collection representing the regions and ethnic groups of the United States.

Computer Resources

Computer facilities are available to students, faculty and staff in Heafey Hall, the new HEDCO Technology Center in Brennan Hall, and the Cushing Library. Full wireless coverage is available in Residence Halls, the Public Market, Brennan Lounge, the Library, and the new Science Labs in Brennan Hall. Students living on campus have access to the computer lab in the Residence Halls. These labs are available to the faculty of the university for Instructional use as well.

The PC and MAC labs are located on the 3rd floor of Heafey Hall. The PC lab has 24 Microsoft Windows computers with Microsoft Office Professional installed. The MAC lab has 13 computers with MAC OS X and Microsoft Office. Both labs have various discipline specific software installed. The Residence Hall computer lab has a mix of PCs and MACs. The computers also have Microsoft Office installed. The labs have high speed laser printers. The campus' fiber optic network provides High-Speed Internet connectivity.

A computer facility in the Cushing Library has 20 PCs and an instructor station with projection system. In addition, there are 8 public PCs and iMacs available to students. The new Hedco Technology Center features 27-inch screen computers that are both PC and Mac computers. There is also a state-of-the-art Smartboard collaboration and AV systems available to students, faculty, and staff for individual, group, or class work.

Students enrolled in undergraduate and graduate nursing programs have access to five computers and a laser printer in the Health Assessment Lab located on the 2nd floor of Heafey Hall. In addition to Internet access and Microsoft Office, specialized nursing software programs are available to students using these computers.

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 Student Success Center provides Academic Support services to all Holy Names University students. The primary Academic Support service offered through the Student Success Center is peer tutoring which includes one-on-one and group tutoring, as well as a variety of skill building and informational workshops. The peer-tutoring program consists of current students who display an exemplary level of leadership and aptitude in courses. The tutors or Peer Academic Liaisons are dedicated to providing tutoring services, while supplementing instructional and classroom learning.

All currently enrolled students are eligible to receive tutoring services. Students are required to register each term with the Student Success Center in order to have their tutoring needs met. Every effort is made to accommodate students' tutoring requests; however, there is no guarantee that a qualified tutor will be available immediately for every subject. In addition to tutoring, the Student Success Center also offers a variety of study skills workshops, a quiet space to complete homework and study, computer and internet access, a library of texts and other resources, and consultation about academic planning, organization, and effective study habits. Faculty resources offered through the Student Success Center include exam proctoring, Unsatisfactory Progress Notification, and referral for services offered by the Student Success Center.

To receive tutoring services or to enlist your services as a tutor please visit: <http://www.hnu.edu/campuslife/studentsuccess.html>

Study Abroad and Exchange Programs

Holy Names University encourages students to take advantage of opportunities to broaden their undergraduate experience through a semester or year of study in a foreign country.

Holy Names University participates in a cooperative agreement with Central College of Pella, Iowa. Through this program students may study in France, Germany, Austria, Spain, London, Wales, the Netherlands, and Mexico. Holy Names' students and faculty are also welcome to study Spanish at the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico. The University also has an exchange agreement with Anna Maria College in Paxton, Massachusetts.

Students interested in studying abroad should consult the Study Abroad Advisor as much as a year in advance. Students should consult their major advisor(s) regarding specific courses to be taken, especially if the student wishes to take upper-division major courses to satisfy degree requirements. Students must obtain final approval of the course of study and transfer of credit through the Academic Affairs Office. Students receiving financial aid should consult with the Director of Financial Aid regarding possibilities for applying financial aid awards to study abroad.

ESL: English as a Second Language

Non-native speakers of English whose academic preparation and knowledge of English make them eligible for admission to the University, but who still need further study of English, take Holy Names University ESL classes. These students enroll in a sequence of ESL courses developed specifically for non-native speakers of English while simultaneously beginning their coursework for a Bachelor's or a Master's degree. All units earned in Holy Names University ESL courses count towards the Bachelor's degree.

Raskob Learning Institute

The Ellen K. Raskob Learning Institute opened in 1960 to serve the needs of both children and adults who, in spite of average or better than average intelligence, have learning disabilities. The holistic philosophy of the Institute is centered upon the individual and emphasizes a multi-disciplinary approach, using educational, psychological and medical information in both diagnosis and remediation. Instruction today focuses upon reading skills, handwriting, spelling, study skills, vocabulary development, and mathematics. A library is available for students in order to encourage their reading for pleasure.

In 1973, the Institute established a full-time coeducational Day School for children in Grades 2-8. The Day School emphasizes reading, language arts, and math in a structured, individualized program. The content areas of history, geography, health, and science are provided within study units. The school is certified by the California State Department of Education and serves children with learning disabilities who do not have primary behavioral or emotional problems.

Holy Names University students may receive diagnostic testing for learning disabilities and intensive remedial instruction in reading, writing, language, and related skills through the Raskob Learning Institute. These services require an additional fee. Raskob instructional staff, faculty advisors, and the student collaborate closely to determine appropriate accommodations and when necessary, course substitutions, to meet the needs of the learning disabled student.

J.D. Kennedy Arts Center

Kennedy Arts Center contributes to the aesthetic richness of the Bay Area, serving students, artists, performers and appreciative audiences.

Since the Center opened in 1964, its Art Gallery has featured the creative efforts of hundreds of contributors. The exhibition program provides an opportunity for the University community and the public to view the work of artists, both established and emerging, as well as the endeavors of the Holy Names faculty. The gallery and the adjacent garden courtyard provide an ideal setting in which those who appreciate art can meet those who produce it in an informal setting.

Kennedy Arts Center contains music classrooms, art studios, faculty offices, and a resource center that houses music recordings, art history slides and the Kodály program folk music collection. Drama productions and musical offerings, especially the numerous recitals of graduate and under-

graduate music majors, are often presented in the small auditorium, McElroy Theatre.

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

Holy Names University Preparatory Music Department was founded over thirty years ago by Sister Theresé-Cecile Murphy, one of the first proponents of the Suzuki Method for violin in the West. Since then it has grown to approximately 400 children and adults from the community studying piano, violin, viola, cello, flute, oboe, recorder, harp, and voice. Although the department offers both traditional and Suzuki approaches to instrumental study, the school continues to be one of the main centers for Suzuki Method study in the Bay Area. This philosophy provides a logical, developmentally sound approach to instrumental learning. Based on how children learn their language, it begins with training the ear and with fostering musical ability in a nurturing environment. Music reading proceeds once a sense of musicality and fluency are achieved. In addition to private lessons, there are various programs of classes, ensembles and performances, such as monthly student recitals, honors recitals, piano festivals, East Bay Suzuki Play-In, Concerto Festival Competition/Concert, Da Capo Youth Orchestra Concert, biannual 12-Piano Ensemble Concerts, and Pop Theme Concert. For further information, please contact the Preparatory Music Department at 510.436.1224, Brennan Hall 78.

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, and Africa. HNU enrolls students in traditional undergraduate programs as well as students returning to college to complete bachelor's and master's degrees.

In the classroom and in co-curricular programs, students of diverse nationalities and cultures learn what it means to be a citizen of the world: a self-reliant, creative, and critical thinker who serves others as a leader for positive social change. Hence, we expect students at HNU to be thoroughly engaged in and committed to developing their full potential through academic and experiential learning opportunities.

As stated in the Holy Names University Community Standards and Code of Conduct, "[HNU] strives to help students grow into increasingly responsible and community-minded persons, and to provide students, staff, and faculty with an environment conducive to the pursuit of knowledge. Such an environment is based upon respect, trust, and integrity among all members of the community."

Students, faculty, and staff form a learning community at HNU that promotes intellectual and professional excellence by fostering the capacity to think critically, communicate clearly, understand the resources and interconnections of knowledge, and appreciate ethical and cultural issues. Holy Names University proposes to all students the importance of finding significance in life in spiritual, creative, and intellectual terms and the necessity of developing a set of ethical values to guide personal conduct.

In cases whereby students do not meet the standards of integrity outlined in the Community Standards and Code of Conduct (i.e., academic misconduct, disruptive behavior, harassment, sexual harassment, and sexual misconduct), they may have their actions addressed by the university's judicial system. All students are obligated to familiarize themselves with and adhere to the Community Standards and Code of Conduct, rules and regulations of the institution. HNU students and employees are subject to all federal and California state laws.

The Division of Student Affairs has primary responsibility for the provision of Campus Life Programs, such as Orientation and First Year Programs, Residence Life, Student Involvement and Leadership, and Academic Support Services; as well as other student support areas including Career Services, Counseling and Psychological Services, Disability Support Services, and International Student Services. The Department of Athletics is also housed in the Division of Student Affairs, as is the Upward Bound Program.

Orientation and First-Year Programs

A student's first year at Holy Names begins with New Student Orientation, providing programs that assist students in acclimating to academic life, to HNU, and to the greater Bay Area Community. Programming and support continues throughout the year with opportunities for community building, leadership development, civic engagement, and service. Incoming first-year students are also required to register for the First-Year Experience Course, small interactive courses taught by full-time faculty that engage students in building the critical thinking and writing skills that are essential to college-level academic work, while providing opportunities for connection and collaboration with fellow students.

Orientation for students in the Adult Programs introduces them to important campus resources and services. Participants will have the opportunity to meet with their faculty advisors, register for classes, and receive orientations to Hawk's Edge, Blackboard, and Library Services.

Residence Life

At Holy Names University, we believe a total educational experience encompasses the learning that takes place outside the formal classroom setting. Residence hall living is an integral part



Photo courtesy of Stephen Woo

of a student's total educational development. When choosing to live in the residence halls at Holy Names University, students begin a process of life-long education and growth—a process encouraged by our diverse community. Residents have the opportunity to build relationships with students from all over the world and from a variety of cultures and lifestyles. Living in the residence halls are students who are beginning to share their lives, as well as students who are reshaping and redefining their world. Our residents range in age from 17 to 70 years old. They come from all parts of the globe and speak many different languages. Whatever culture, talents, and goals they have to share, all residents are valuable and unique members of our community.

The Residence Life Staff at Holy Names University is responsible for the overall management of the residence halls. Their goal is to create and maintain an environment that is conducive to learning and to the personal development of all students in residence. A staff member is available at all times to assist residents with questions, concerns, and security issues, as well as socializing and community building.

Students interested in applying for on-campus housing must complete an HNU Housing Application and submit a security deposit.

Each student in residence must sign a Residence Life Contract before receiving her/his room key. This contract should be read carefully as students will be held responsible for its terms and conditions. In the standard Residence Life Contract, students must leave the halls during Winter break and meals are not covered during the Thanksgiving and Spring breaks. The Residence Life Contract is a full academic year contract. There will be a contract cancellation fee applied to all terminated contracts after residents check into the halls. If a student breaks the contract prior to the end of either semester, any refund will be subject to the prorated schedule established by the Student Accounts Office.

Associated Students of Holy Names University (ASHNU)

All enrolled students are members of the Associated Students of Holy Names University (ASHNU). The purpose of the association is to parallel the mission of the University by promoting the development of the whole person through various programs, activities, and dialogues among Holy Names University students and with the community at large.

The ASHNU Executive Board is the governing body of ASHNU and is composed of the six executive officers. These student leaders represent the student body by acting as a voice to the administration, faculty, staff, and outside community regarding social, political, cultural, and academic issues relevant to the student body. ASHNU also consists of two additional leadership groups. The Cabinet and the Class Council work in collaboration with the Executive Board to ensure that ASHNU is providing programs and services to meet the needs of all students.

Student Clubs

The University strongly encourages and supports campus clubs and organizations. Students may participate in spiritual, social, professional, educational, and cultural organizations. Club membership is open to all interested students, faculty, and staff at the University. Each student club is required to register annually with the University through the Division of Student Affairs and all registered clubs are eligible to request funding from ASHNU via a written proposal.

Career Services

Career Services works to provide quality advising, programming, and assessment to all students and alumni in the areas of career exploration and development. Our purpose is to educate students and alumni about the skills and resources needed to achieve their career goals while also teaching students how to evolve and grow in their careers through self-assessment and self-awareness.

Career Services also encourages students to participate in career-related internships that aim to provide practical learning experiences outside of the classroom. Students have the option to par-

ticipate in internship for credit through their academic majors or by enrolling in one of the Career and Life Planning courses (CALP) offered each semester. Each class can be taken for 1-3 units up to a maximum of 6 units that will apply toward upper-division credit. It is important to note that it is not mandatory to receive academic credit to participate in an internship experience nor should it be assumed that a student intern cannot be paid by their hiring organization.

Online job and internship search engines and more information about the annual Career Fair and other services can be found online: www.hnu.edu/studentlife/careerservices.html

Counseling Services

Counseling Services seeks to help students develop their full personal, social, and academic potential. It also serves as an educational and consultative resource to the university community. The counselors are trained and available to listen, add an unbiased perspective, and help students negotiate life's challenges. Services are provided in a safe environment that is respectful of cultural and individual differences.

Free and confidential individual, couples, and group counseling are available to all enrolled students. Students are seen by appointment. Counseling Services also provide crisis intervention services, presentations about a variety of issues of concern to the campus community, and consultations with faculty and staff.

The Director of Counseling Services is available to be paged after hours in emergency situations.

Disability Support Services

Holy Names University is committed to creating a diverse community that includes students with documented disabilities—including mobility, visual, hearing, medical, psychological or learning disabilities. While HNU offers no academic programs designed exclusively for individuals with disabilities, the university is committed to providing support and accommodations to all students who have need and are legally entitled to them. At the same time, the university encourages all students to take responsibility for their own academic career, to learn about themselves and their peers, and to appreciate and explore their considerable abilities. The fundamental goal of services and support for students with disabilities is to empower those students and to create opportunities for greater independence and self-advocacy.

Disability Support Services can best assist students in the context of a partnership based on mutual responsibility and clear communication. Students are expected to maintain ongoing communication with DSS, with faculty, and with other staff on campus regarding their need for accommodations and special services. Staff and faculty can be expected to work with students to implement accommodations and to make every effort to find solutions to problems, provided they are made aware of a student's needs (and of any difficulties) in a timely manner.

For information about the kinds of accommodations and support that are available at HNU and about how to provide documentation in support of a request for accommodations, contact the Director of Disability Support Services at dss@hnu.edu.

International Student Services

International Student Services provides non-academic support to the international community at Holy Names University in the form of immigration services, advising regarding lifestyle adjustment, and other services provided in collaboration with various departments within the campus. In valuing the cultures and perspectives of all HNU students and staff, we hope to further expose our community to global diversity and international education as a way of understanding others while continuing to grow together as an inclusive campus.

The International Student Advisor is required to report the status of current F-1 international students to the Department of Homeland Security; however any student is welcome to be involved in the events and services hosted by International Student Services.

Athletics

HNU was accepted for "Candidacy Membership" in the NCAA Division II for the 2012-2013 academic year. HNU is a member of The Pacific West Conference (PacWest). Varsity programs include: men's and women's basketball, women's and men's volleyball, men's and women's cross-country, men's and women's soccer, men's golf, women's softball, women's tennis, and men's baseball. In addition, Holy Names University plans to add men's tennis and women's golf beginning in fall of 2013.

The Athletic Program at Holy Names University is designed to support the mission of the university and to help student-athletes acquire skill and develop intellect and character. As the student-athletes participate in the programs, they will learn and develop personal traits such as teamwork, discipline, and a strong work ethic. Our goal is to ensure that athletics is a learning experience and that these traits will transfer to all of their personal and professional callings.

Upward Bound

The Upward Bound Program is a Trio Program that is supported by the US Department of Education. The Program focuses on increasing college access to the underrepresented population in secondary education. The Upward Bound project provides after school tutoring, Saturday College classes to prepare for college entrance exams, a summer residential program, and basic skills courses.

Campus Ministry

Campus Ministry welcomes students, faculty, and staff, of diverse cultures, religions, and beliefs, to grow in relationship with God and others through such opportunities as:

- Student Ministries and Leadership
- Liturgies
- Interfaith Prayer, Meditation, & Faith Sharing Opportunities
- Retreats
- Campus Ministry Practica & Independent Study for Course Credit
- Sacramental Preparation and Initiation (R.C.I.A. and Confirmation)
- Religious Education & Reflection
- Spiritual Direction, Pastoral Care, & Gifts Discernment
- Service, Justice, & Peace Opportunities
- Fellowship, Community Building, & Social Activities

Sacramental Ministries

Mass is celebrated in the McLean Chapel at 5:00pm on weekdays (except Fridays) and at 7:00pm 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. Commuter students may sign up for campus lockers (at no cost) with the Office of Student Affairs. Posting of printed materials (including flyers and banners) must be approved through the Office of Student Affairs. Lost and found items may also be recovered at the Office of Student Affairs.

Brennan Lounge is located near the Campus Bookstore and Rosie's Cafe. The Lounge features a comfortable environment for informal student get-togethers as well as a central location for guest speakers, special programs, and information about events and issues of concern to the student body.

The Campus Bookstore is situated in Brennan Hall and offers a wide variety of textbooks, student supplies, snacks, and gift items. School rings may be ordered through the Bookstore. Rosie's Cafe offers sandwiches, salads, snacks, and soft drinks at reasonable prices. It is a good place to gather with students and faculty over lunch. Vending machines are located adjacent to the cafe.

All students will need a Holy Names University identification card in order to have access to the entrance gate and to use various campus facilities (e.g., library, computer labs, swimming pool, fitness center, etc.). Photo I.D.s are issued to new students at Orientation each term. Update stickers are available in the Student Resource Center each year.

FINANCIAL INFORMATION

RATE SCHEDULE: 2011–2012

Tuition

| | |
|--|----------|
| Traditional Undergraduates (12 or more units per term) | \$30,050 |
| per semester | 15,025 |
| less than 12 units or more than 18 units (per unit) | 995 |
| Adult Program Undergraduates (per unit) | 575 |
| Graduate and Credential Students (per unit) | 800 |

Audit

| | |
|----------|-----|
| Per unit | 150 |
|----------|-----|

Registration Fee

| | |
|---|----|
| Summer session, and non-matriculated students | 30 |
|---|----|

Other Fees

| | |
|---|-----|
| Campus fee (fall and spring) | 340 |
| Campus fee (summer) | 35 |
| Library Access fee (off-campus students) | 70 |
| ID Card replacement cost | 30 |
| Application Fee (graduate and adult undergraduate students) | 50 |
| Application Fee (semester undergraduate students) | 35 |
| Credit by examination, per unit | 185 |
| Graduation Fee | 150 |
| Graduation Fee, credential and certificate students | 50 |
| Health Insurance, per year, estimate | 900 |
| Late Registration Fee | 100 |
| Late Payment Fee | 250 |
| New Program Fee, Graduate | 30 |
| Nursing Clinical Practice Fee | 75 |
| Orientation Fee | 50 |
| PEEL Application/Counseling Fee | 125 |
| PEEL Evaluation Fee, per course | 325 |
| Placement file (graduate and credential) | 25 |
| Each copy after 3 | 5 |
| Practice room rental, per semester (5 hours per week) | 15 |
| Private Music Lessons, per semester, per instrument | 750 |
| Recital Fee | 100 |
| Résumé Writing & Consultation & Employment Counseling <i>non-HNU students or employee - per hour</i> | 50 |
| Re-admission Fee | 10 |
| Testing: Advanced Composition Competency | 35 |
| Employment Testing (HNU and others)—per test | 5 |
| Myers-Briggs | 5 |

| | |
|---|----|
| Transcripts: each copy—official (each copy requested) | 5 |
| unofficial | 3 |
| unofficial—faxed in-state | 5 |
| unofficial—faxed out of state | 7 |
| unofficial—faxed to foreign country | 10 |

Room and Board Rates

Room

| | | |
|------------------|----------|---------|
| Double Occupancy | per year | \$5,370 |
| | per term | 2,685 |
| Double as single | per year | 7,680 |
| | per term | 3,840 |

Board

| | | |
|--------------|----------|-------|
| 19 meal plan | per year | 4,890 |
| | per term | 2,445 |
| 14 meal plan | per year | 4,720 |
| | per term | 2,360 |
| 10 meal plan | per year | 4,550 |
| | per term | 2,275 |

Other Residence Hall Fees

| | |
|--|-------|
| Security Deposit (required) | 100 |
| Contract Agreement Cancellation | 300 |
| Lost Mailbox Key | 65 |
| Residence Hall Access Card Replacement | 50 |
| Room Lock Change Fee | 50 |
| Improper check out | 50 |
| Cleaning | 35-75 |
| Microfridge cleaning fee | 35 |
| Lost Room Key | 35 |

RATE SCHEDULE: 2012–2013

Tuition

| | |
|--|----------|
| Traditional Undergraduates (12 or more units per term) | \$31,260 |
| per semester | 15,630 |
| less than 12 units or more than 18 units (per unit) | 1,050 |
| Adult Program Undergraduates (per unit) | 600 |
| Graduate and Credential Students (per unit) | 830 |

Audit

| | |
|----------|-----|
| Per unit | 150 |
|----------|-----|

Registration Fee

| | |
|---|----|
| Summer session, and non-matriculated students | 30 |
|---|----|

Other Fees

| | |
|---|-----|
| Campus fee | 380 |
| Campus fee (summer) | 40 |
| Library Access fee (off-campus students) | 80 |
| ID Card replacement cost | 30 |
| Application Fee (graduate and adult undergraduate students) | 50 |
| Application Fee (semester undergraduate students) | 35 |

| | |
|---|-----|
| Credit by examination, per unit | 185 |
| Degree Certification Letter (each copy after initial letter) | 5 |
| Graduation Fee | 150 |
| Graduation Fee, credential and certificate students | 50 |
| Health Insurance, per year, estimate | 900 |
| Late Registration Fee | 100 |
| | |
| Late Payment Fee | 250 |
| New Program Fee, Graduate | 30 |
| Nursing Clinical Practice Fee | 75 |
| Orientation Fee | 50 |
| PEEL Application/Counseling Fee | 125 |
| PEEL Evaluation Fee, per course | 325 |
| Petition for Incomplete | 10 |
| Placement file (graduate and credential) | 25 |
| Each copy after 3 | 5 |
| Practice room rental, per semester (5 hours per week) | 15 |
| Private Music Lessons, per semester, per instrument | 750 |
| Recital Fee | 100 |
| Résumé Writing & Consultation & Employment Counseling <i>non-HNU students or employee - per hour</i> | 50 |
| Re-admission Fee | 10 |
| Testing: Advanced Composition Competency | 35 |
| Employment Testing (HNU and others)—per test | 5 |
| Myers-Briggs | 5 |
| Transcripts: each copy—official (each copy requested) | 5 |
| unofficial | 3 |
| unofficial—faxed in-state | 5 |
| unofficial—faxed out of state | 7 |
| unofficial—faxed to foreign country | 10 |

Room and Board Rates



Room

| | | |
|------------------|----------|---------|
| Double Occupancy | per year | \$5,590 |
| | per term | 2,795 |
| Double as single | per year | 7,980 |
| | per term | 3,990 |

Board

| | | |
|--------------|----------|-------|
| 19 meal plan | per year | 5,090 |
| | per term | 2,545 |
| 14 meal plan | per year | 4,910 |
| | per term | 2,455 |
| 10 meal plan | per year | 4,740 |
| | per term | 2,370 |

Other Residence Hall Fees

| | |
|--|-------|
| Security Deposit (required) | 100 |
| Contract Agreement Cancellation | 300 |
| Lost Mailbox Key | 65 |
| Residence Hall Access Card Replacement | 50 |
| Room Lock Change Fee | 50 |
| Improper check out | 50 |
| Cleaning | 35-75 |
| Microfridge cleaning fee | 35 |
| Lost Room Key | 35 |

Payment of Tuition and Fees

Payment is due at the time of registration for each term and must be made by the published deadline preceding the start of classes. Failure to make payment arrangements by the deadline may result in cancellation of the registration.

Options

There are three options for paying fees and tuition:

1. Payment in Full

Payment may be made by cash, check, or credit card. For students receiving financial aid, payment in full is considered to be payment of any balance owed.

2. The Interest-Free Monthly Payment Option

Holy Names University understands that education expenses are easier to pay when spread over predictable, interest-free monthly payments. Our Interest-Free Monthly Payment Option, offered in partnership with TuitionPay, is an alternative to large annual or semester payments and helps limit borrowing. The Interest-Free Monthly Payment Option is available for a low enrollment fee and includes the following services: convenient, interest-free, monthly payments; life insurance coverage for your payment balance; 24-hour, toll-free automated account information; personal account service Monday through Saturday.

For more information or to enroll in the Interest-Free Monthly Payment Option call 1.800.635.0120 and speak with an Education Payment Counselor.

3. Tuition Assistance

Students whose employers will be reimbursing all or part of their tuition are not required to pay the reimbursement amount in advance if certification from the employer is submitted to the Student Accounts Office prior to the payment deadline. Certification forms are available

from the Student Accounts Office.

Refund Policy

Tuition

Students who drop class/classes may be entitled to a partial refund of their tuition. In order to be eligible for refund of tuition, the student must formally drop from class online via Hawks Edge or by completing a Schedule Change Form in the Student Resource Center. The amount of tuition that is refundable depends on the date the student formally drops from class. Intention to Register deposits for new students are not refundable. Students who withdraw from class/classes after the refund period are fully responsible for payment of the class/classes.

The tuition refund schedule for official drop/withdrawal is published in the Academic Calendar and follows the pattern below:

Semester Classes

| | |
|--|------|
| Through Wednesday of 2nd week of classes | 100% |
| After Wednesday of 2nd week of classes through Wednesday of 3rd week | 50% |
| After Wednesday of 3rd week of classes | 0% |

Accelerated Term Classes

| | |
|-----------------------------|------|
| Through 2nd week of classes | 100% |
| After 2nd week of classes | 0% |

Fees

Fees are non-refundable.

Financial Aid Recipients

Financial aid recipients who withdraw from the University are required to have an online exit interview at [www.edfund.org-EdTe\\$t](http://www.edfund.org-EdTe$t) so that the student will learn of the University's refund policy, what repayment of aid may be required, and how withdrawal might affect future eligibility for aid.

Changes due to the Higher Education Amendments of 1998 require a Return of Title IV Funds of unearned tuition, fees, room, and board to any student who withdraws completely from his/her term at Holy Names University. This applies only to those students who have received Federal funds or whose parents have received Federal funds. The Return of Title IV refund is in effect through 60% of the enrollment period.

FINANCIAL AID

Financial assistance is available to Holy Names University students from federal, state, and institutional sources. Holy Names University desires to assist students with the direct costs (tuition, books, and supplies) and support the indirect costs (living expenses, travel to/from campus, etc.) of their education. The family's ability to contribute, as determined by the Federal Estimated Family Contribution (EFC), is considered first when awarding financial assistance. Although it is first and foremost the family's responsibility to finance the cost of education to the extent possible, HNU's financial aid programs are designed to assist with the gap between the family's ability to pay and the total costs of education.

There are three ways that HNU provides financial assistance: 1) institutional, state and federal grants and scholarships (funds that do not have to be repaid), 2) federal low-interest loans, and 3) part-time employment through federal work study programs and institutional work programs.

Eligibility

Students are eligible for need-based financial assistance if they meet the following criteria:

1. United States citizen, permanent resident, or eligible non-citizen of the United States.
2. Officially accepted into a degree, certificate or credential program by the Office of Admissions.
3. Have a high school diploma, GED or the equivalent.
4. Enrolled full-time for traditional undergraduate grants and scholarships
5. Enrolled at least half-time per term for:
 - Undergraduate programs—6 units per semester
 - Graduate programs—5 units per semester
 - Certificate programs—6 units per semester.
5. Do not owe a refund on a federal grant and not be in default on a federal educational loan received at any institution of higher education.
6. Maintain satisfactory academic progress as outlined in this Catalog.

How to Apply:

Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. After the FAFSA has been processed, the Financial Aid Office will send you an Award Notification Letter to notify you of the amounts and types of aid for which you are eligible. The school code for the FAFSA is 001183-00.

In some cases, the Financial Aid Office may request additional information from you in order to process your financial aid (for example, tax return, verification of citizenship, etc.) Please respond to these requests as soon as possible in order to avoid further delays in processing your aid.

First Time Loan Borrowers at Holy Names University

Loan Counseling: New borrowers are sent a letter from our Guarantor EDFUND via email advising you that your Master Promissory Note (MPN) will be available for signature once you complete your federally required Entrance Loan Counseling Test on EDTE\$t, an On-line loan counseling program (an electronic link to the site is provided in the email).

Selecting a Lender: After successfully completing the EDTE\$t Entrance Exam, you will be directed to www.collegelenderlist.com by clicking on a hyperlink at the bottom of the EDTE\$t confirmation page. Here you will need do a comparison shopping of borrower benefits for each lender and decide on ONE lender where you would like to receive your Stafford Loans.

Master Promissory Note: Once you select a lender, please click "Apply at EDFUND" link, which directs you to EDFUND's WEBAPP site to complete your Master Promissory Note (MPN) which is the actual loan application. Choose your selected lender from a drop-down list on WEBAPP and then perform the E-signature process. You will need your FAFSA PIN (www.pin.ed.gov) to E-sign your application. Alternately, you can print the MPN and sign and mail the paper copy of the MPN to EDFUND, address will be provided (this will slow the application process down).

Loan Disbursement: Once the loan has been E-signed or paper MPN received, the loan is guaranteed and approved for disbursement and released on the date determined by the Financial Aid Office. There is a federally mandated 30 day delay for first time borrowers.

Continuing and Transfer Students at Holy Names University

Please obtain a paper lender comparison chart from the Financial Aid Office. Review comparison of borrower benefits of lenders. It is recommended that you continue to stay with the same lender that you previously had borrowed. You may elect a new lender but you will be required to complete a new Master Promissory Note (MPN). This will slow down your disbursement of your federal Stafford Loans.

Selecting the same lender: If you elect to keep the same lender from which you previously borrowed, notify the Financial Aid Office. The Financial Aid Office will electronically certify your

Stafford Loans and there is nothing further for you to do. Your loan will disburse on the date set by the Financial Aid Office.

Selecting a new lender: If you elect a NEW lender, please obtain a paper MPN from the Financial Aid Office. Complete the MPN by indicating your new lender on the application, sign, and mail to EDFUND. The loan will be guaranteed, once the paper MPN is received, and approved for disbursement. Your loan will be disbursed on the date set by the Financial Aid Office.

For assistance, please contact the Financial Aid Office by phone at 510.436.1348 or 510.426.1327, or by fax at 510.436.1199.

Deadlines

The deadline for the state Cal Grant programs, Holy Names University scholarships, and the priority deadline for Holy Names grant assistance is March 2nd for the upcoming Fall. Students applying for aid after that time will be considered on a funds-available basis. Continuing students are expected to reapply for financial aid each year by the March 2nd deadline.

How Financial Aid is Determined

The majority of financial aid funds at Holy Names University require that the FAFSA be submitted. Income and asset information provided on the FAFSA is evaluated using the Federal Methodology (FM) formula determined by the U.S. Congress. The results of this calculation provide each student/family with an Expected Family Contribution (EFC).

Several merit scholarships and loan programs are available to students. Federal Unsubsidized Stafford Loans, Federal Parent Loan for Undergraduate Students, and alternative student loans, are also available.

Each year the Financial Aid Office reviews the cost of attending Holy Names University and develops budgets tailored to meet the needs of semester, weekend, and accelerated undergraduate and graduate students. These budgets provide for a modest standard of living and include tuition, room and board/food, books, supplies, personal expenses, and required travel. The cost of attendance budget provides average figures, using actual institutional charges with estimates for other expenses. In most cases, financial aid may not cover a student's total need or cost of education.

After an applicant has been formally admitted to Holy Names University and the financial aid file is complete, the Financial Aid Office will determine the Financial Aid Award. The types and amounts of the awards are individually calculated based on conditions like academic quality, athletic or musical talent, financial need, and the resources of the university. Financial aid recipients should notify the Financial Aid Office of any changes in enrollment, housing status, or financial resources. Such changes often require a change in the amount of financial assistance.

Enrollment Status

Enrollment status is based on the program to which the student has been accepted at Holy Names University. These programs fall into the following categories:

1. Undergraduate programs
2. Graduate programs
3. Teacher Credential programs

Tuition charges and aid eligibility differ from one category to another and within categories, and will be based solely on program, regardless of the format in which the student chooses to take classes—weekday, weekend, accelerated, or a combination.

Financial aid eligibility for students pursuing a second Bachelor's degree is limited to Federal loans and Work-Study.

Scholarships and Grants

Federal Grant Programs

Federal Pell Grant—This program provides up to \$4731 per year for full-time undergraduate students. Eligibility is based on a family's financial circumstances and is thus need-based. Students who enroll less than full-time will receive a percentage of the award, if eligible.

Federal Supplemental Educational Opportunity Grant (SEOG)—Grants are awarded to full-time undergraduate students. Grants range from \$100 to \$1500 and depend on need and availability of funds. Priority is given to students receiving Pell Grants.

State Grant Programs

The following programs are available to California residents and are administered by the California Student Aid Commission. To apply, students need to complete and submit the FAFSA and a GPA Verification form by the March 2nd postmark deadline. These Grants are renewable for students who maintain a 2.0 GPA and at least half-time enrollment.

Cal Grant A—This grant is solely for tuition expenses. Recipients are selected based on financial need and scholastic achievement. This grant is available to undergraduate students attending at least half-time and ranges up to \$9,708 annually. Students entering their freshman, sophomore, and junior years are encouraged to apply.

Cal Grant B—This program is designed for California's high potential first-year college students from low income families. Recipients receive Cal Grant B subsistence of \$1551 their first year of college. In subsequent years, in addition to the Cal Grant B subsistence, recipients will receive a full Cal Grant of \$8,322. Recipients must be undergraduates and enrolled at least half-time.

Holy Names University Merit Scholarships

Full-time, semester undergraduate students

Eligible incoming first year and transfer students will be awarded a merit scholarship based on their academic performance and potential. These scholarships are renewable for up to 5 years for students entering as freshmen or 3 years for transfer students provided the student maintains satisfactory academic progress with a cumulative GPA of 2.5 or above. All merit scholarship amounts are based, in part, on residential status of students living on-or off-campus and can change as housing status changes.

Sister Marie Rose Durocher Scholarship—This competitive full tuition award is given in honor of Sister Marie Rose Durocher. Outstanding freshmen applicants who demonstrate academic excellence are encouraged to apply. To be considered for this award, the applicant must have a 3.7 cumulative GPA and an SAT I combined score of 1100 or an ACT composite score of 24. In addition, the scholarship winner must reside in the residence halls and demonstrate willingness to provide leadership on campus. Deadline for application will be March 1 and a separate application available through the Office of Undergraduate Admission is required. This scholarship is renewable for up to 4 years from initial entrance into HNU with a minimum renewable GPA of 3.7, residency on campus and evidence of leadership on campus. This scholarship cannot be stacked with other institutional aid.

Athletic Scholarships—Holy Names University offers athletic scholarships in Women's and Men's Volleyball, Women's and Men's Basketball, Women's and Men's Soccer, Men's Golf, Women's Softball, and Women's and Men's Cross-Country. Awards range from \$1,000 to full tuition and are determined by the Athletic Department in coordination with the Financial Aid Office. Awards are based on athletic merit, scholastic merit, and need. **A FAFSA is required.**

Music Scholarships—The University offers several tuition scholarships up to \$5,000 for undergraduate music majors. Awards are determined by the Music Department in coordination with the Financial Aid Office. Selection is based on audition. Students must be full-time and sustain or increase their level of performance to remain on scholarship. **A FAFSA is required.**

Religious Discount—Adult and graduate students who are current members of Catholic religious orders may be eligible for a tuition discount if they apply by the March 2 priority deadline for fall and November 1 for the spring semester.

Catholic High School Scholarship—Entering freshmen from Catholic High Schools may be eligible to receive awards up to \$5,000. These scholarships are awarded to full-time students and are renewable for three years. Please check with the Office of Undergraduate Admission for details.

Holy Names University Endowed Scholarships

Holy Names University has several generous donors who provide scholarship funds to full-time undergraduate and graduate students. Students are evaluated for these awards, according to criteria established by the donor. An additional application is required and available in the Financial Aid Office.

Holy Names University scholarships and grants are based on funding availability and are subject to change without notice.

Student Employment

Federal Work-Study

The Federal Work-Study and the HNU student employment programs enable students to meet their educational expenses through part-time employment. Work-study awards are based on financial need and are available to undergraduate and graduate students. On-campus jobs are available in academic departments and administrative offices, and encompass a wide variety of duties and responsibilities. Listings of jobs are posted in Career Services. Earnings are paid monthly, based on hours worked. Earnings are paid by check or can be applied to a student's account.

Student Loans



Federal Perkins Loan—Perkins loans are borrowed through Holy Names University and awarded to students with exceptional financial need. Priority is given to full-time, undergraduate students. The interest rate is 5%, repayment beginning nine months after the student ceases to be enrolled half-time. The government will pay the interest while the student is enrolled at least half-time, during the nine-month grace period, and during periods of deferment. Loan recipients must participate in Perkins Entrance Loan Counseling before they receive the proceeds of their loan. Students must also attend or do an Exit Loan Counseling from the Edfund Portal, www.edfund.org-EdTeSt, before leaving school. The maximum repayment period is ten years.

Federal Stafford Loan

There are two types of Federal Stafford Loans: Subsidized Stafford and Unsubsidized Stafford.

Subsidized Stafford. The government subsidizes the program by paying the interest while a student is in school at least half time, during deferment and during the six-month grace period. The interest rate is an annual variable rate with a cap of 8.25%. Students have a maximum ten-year repayment period. Repayment begins when a student ceases half-time attendance.

Unsubsidized Stafford. This loan is similar to the Subsidized Stafford except the government does not pay the interest. The student is responsible for all interest that accrues on the loan during school and in repayment. Students have a maximum ten-year repayment period. Repayment begins when a student ceases half-time attendance.

A student's file must be complete before his/her Stafford Loan can be certified and loan counseling is required for first-time borrowers from Holy Names University. Applications are available on the HNU website.

A student must attend or do the online Exit Loan Counseling before leaving HNU or when dropping below half-time enrollment.

Federal Parent Loan for Undergraduate Students/PLUS Loan

A parent may borrow up to the full cost of attendance each year for each dependent student. A credit review is required and repayment of principal and interest begins 60 days after the loan is fully disbursed. Applications are on the HNU website and additional information is available in the Financial Aid Office.

Satisfactory Academic Progress Policy

All financial aid recipients are required to make Satisfactory Academic Progress toward their degree or credential objective. The Satisfactory Academic Progress policy requires students to complete a certain number of units and maintain a certain grade-point-average at the end of each academic year and over their entire period of enrollment. Federal and state regulations governing student financial aid programs require the minimum standards outlined in this policy. Some HNU funds require full-time enrollment and have higher academic requirements.

1) Quantitative Requirement (Unit Requirements)

- a) Undergraduate students will be eligible to receive federal and state aid through the academic year in which they attempt their 180th unit (i.e. 150% of the number of units needed to complete a bachelor's program)
- b) Graduate students will be eligible to receive federal aid though the academic year in which they attempt units equal to 200% of their program length. Credential-only students are considered graduate students for purposes of determining Satisfactory Academic Progress.
- c) Both undergraduates and graduates must successfully complete 67% of their units attempted each academic year (rounded down to the nearest unit).
- d) "Attempted" is defined as the cumulative number of units on record in the Registrar's Office at the end of the "add" period for both Fall and Spring semesters. For trimester students,

“attempted” is defined as the cumulative number of units on record at the end of the “add” period for each of the three terms. Course repetitions count as units attempted. The units for courses which a student drops, withdraws, takes an incomplete, or fails after the last day to “add” are also included in the number of units attempted.

- e) When a student transfers to HNU, the total number of units accepted for transfer is included in the number of attempted and completed units. A student pursuing a second bachelor’s degree is considered a transfer student. Transfer students must meet the criteria in a) and b) above.

2) Qualitative Requirement (Grade-Point-Average)

The Satisfactory Academic Progress policy requires students to maintain a minimum grade-point-average each semester. The GPA requirement shall be the same as that required under the HNU Academic Probation and Disqualification Policy. Students who are placed on Academic Probation are automatically considered to be in Financial Aid Warning Status. A student who is Academically Disqualified is deemed as having failed to maintain Satisfactory Academic Progress and is ineligible for federal, state, or institutional aid. Students who are removed from academic probation or granted readmission after disqualification will be considered to have met the Qualitative Requirement.

Financial Aid Warning Status

A student who does not meet unit or grade-point-average requirements as of the end of the academic year will be placed automatically on Financial Aid Warning Status. Students are required to monitor their own Satisfactory Academic Progress based upon the standards outlined in this policy statement. Students on Academic Probation are notified of this status by the Dean’s Office. The Financial Aid Office will send a memorandum informing students who are on Financial Aid Warning Status due to unit deficiencies of their responsibilities; however, in no way will students’ receipt or non-receipt of this memo alter the fact that they are on Financial Aid Warning Status.

1) Unit Requirements

During this Financial Aid Warning Probation period the student will still be eligible for federal, state, and institutional aid. However, during the academic year in which the Financial Aid Warning Probation period is in effect, the student must make up the unit deficiency from the previous year, as well as complete the current academic year’s required number of units for the student’s enrollment status. Units accepted for transfer by the University prior to the end of the academic year of the Financial Aid Warning period can be used to make up the deficiency.

2) Grade-Point-Average Requirements

For failure to meet the grade-point-average requirement, the student’s Financial Aid Warning Probation shall last as long as the student is on Academic Probation by the University.

Consequences for Failing to Maintain Satisfactory Academic Progress

If the above conditions are not satisfied during the Financial Aid Warning Probation Status period the student will no longer be eligible to receive federal, state, or institutional financial aid funds at HNU until such time as Satisfactory Academic Progress is reestablished.

Appeal Process

A student who is denied funds because of failing to maintain Satisfactory Academic Progress may appeal to the Financial Aid Director. Students must submit a personal letter explaining the reason(s) for not attaining the minimum number of units, as well as an academic plan from the student’s advisor stating how and when the student will make up the deficiency.

Financial Rights and Responsibilities

Student Rights

Students have the right to ask a school:

- The names of accrediting and licensing organizations.

- About programs, instructional, laboratory, and other physical facilities, and faculty.
- The cost of attendance and policies on refunds to students who drop courses.
- What financial assistance is available, including information on federal, state, and institutional financial aid programs.
- About financial aid office staff, their location, and how to contact them for information.
- The procedures and deadlines for submitting applications for each available financial aid program.
- How financial aid recipients are selected.
- How financial need is determined.
- The amount of financial need met by aid programs resources.
- How financial aid is disbursed.
- To explain the types and amounts of assistance included in the financial aid award.
- For counseling on student loans.
- If offered a Work-study job, the type of job, hours required, duties, rate of pay, how and when wages are paid.
- To review your aid package if enrollment or financial circumstances have changed.
- How the school determines satisfactory academic progress, and appeal procedures.
- About special facilities and services available to assist disabled students.

Student Responsibilities

It is your responsibility to:

- Review all information about a school’s academic programs before enrollment.
- Pay special attention to applications for financial aid. Complete all forms accurately and submit documents on time to the correct institution or agency. Errors can delay or prevent receiving aid.
- Know and meet all deadlines for applying or reapplying for aid.
- Provide all documentation, corrections, or new information requested by the Financial Aid Office or any outside agency in a timely manner.
- Repay all student loans. Signing a promissory note is agreeing to accept responsibility to repay a loan.
- Meet satisfactory academic progress requirements.
- Read, understand, and keep copies of all forms.
- Attend loan counseling for Federal Perkins Loan or Federal Stafford Loan.
- Notify the Financial Aid Office of any change in name, address, or enrollment status.
- Notify all student loan lenders of any change in name, address, social security number, or enrollment status.
- Satisfactorily perform duties outlined in a student employment position.
- Understand the school’s refund policy.
- Understand the school’s refund policy.

Information

Students are encouraged to contact the Financial Aid Office with questions or concerns regarding the financial aid application process or their financial aid award. Please feel free to write or call: Financial Aid Office, Holy Names University, 3500 Mountain Boulevard, Oakland, California 94619-1627; 510.436.1327 or FAX 510.436.1199.

FACULTY ROSTER

Full-time Faculty

Ann L. Alderman (1990)

Professor of English, French, and Linguistics. B.A., Miami University; M.A. University of California, Berkeley; Ph.D., Yale University.

Fay Bower (2000)

Professor of Nursing. B.S., San Jose State University; M.S.N., D.N.Sc., University of California, San Francisco.

James A. Conlon (1984)

Professor of Spirituality. B.Sc., Assumption University of Windsor; S.T.B., St. Peter's Seminary; Ph.D., Union Graduate School.

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.

Marcia Frideger, SNJM (1996)

Associate Professor of Business. B.A., Holy Names College; M.O.B., Brigham Young University; Ph.D., University of California, Irvine.

Martivón Galindo (1996)

Professor of Spanish. Licenciatura, Universidad Centroamericana José Simeón Cañas; M.A., San Francisco State University; Ph.D., University of California, Berkeley.

Sheila O'Neill Gibson (1966)

Professor of Philosophy. B.A., St. Mary's College, Indiana; M.A., Ph.D., University of Toronto.

Dolores Grunbaum (1975)

Professor of Chemistry. Licenciatura, Universidad Nacional de Cordoba; Ph.D., City University of New York.

Nina Handler (2007)

Instructor in English. B.A., M.A., San Francisco State University.

Vanessa M. Handley (2006)

Assistant Professor of Biological Sciences. B.A., University of California, San Diego; Ph.D. University of California, Berkeley.

Julie Henderson (2008)

Assistant Professor of Education. B.S., Georgetown University; M.A., Ph.D., Stanford University.

Steven F. Hofer (2005)

Assistant Professor of Music. B.M., M.M., California State University Northridge; Ph.D., University of California, Santa Barbara.

Kate Isaacson (2008)

Assistant Professor of Psychology. B.A., University of California, Berkeley; M.A., Ph.D., University of California, Davis.

Edith Jenkins-Weinrub (2001)

Associate Professor in Nursing. B.S.N., University of Texas, Arlington; M.S.N., California State University, Dominguez Hills; Ed.D., Nova Southeastern University.

Martin D. Lampert (1990)

Professor of Psychology. A.B., University of Southern California; Ph.D., University of California, Berkeley.

Anne J. Laskey (1993)

Professor of Music. B.A., Grinnell College; M.A., Claremont Graduate School.

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.

Theodora J. Maestre (1995)

Professor of Education. B.A., Rutgers University; M.A., Mills College; Ed.D., University of California, Berkeley.

Maria Mangini (1999)

Associate Professor of Nursing. B.A., Vassar College; M.S., Pace University; Ph.D. (c), University of California, San Francisco.

Marion Marshall (2000)

Associate Professor of Education. B.A., University of California, Berkeley; M.S., California State University, Hayward.

Kimberly Mayfield (2001)

Associate Professor of Education. B.A., University of California, Santa Barbara; M.A., Ed.D, University of San Francisco.

Zaida McCall-Perez (2006)

Associate Professor of Education. B.S., University of Wisconsin; M.A., San Francisco State University; Ed.D., University of San Francisco.

Sophia Park (2009)

Assistant Professor of Religious Studies. B.A., Ewha Women's University; M.A., Seattle University; Ph.D., Graduate Theological Union.

Richard R. Patrick (1973)

Professor of Art. B.A., M.A., University of California, Berkeley.

Christine Nahuanani Patrinos, SNJM (1994)

Associate Professor of Political Science. B.A., California State University, Hayward; M.A., Ph.D., University of Hawaii.

Anastasia Prentiss (2009)

Assistant Professor of Communication Studies. B.A., M.A., San Francisco State University; Ph.D., California Institute of Integral Studies.

Ian Sammis (2010)

Assistant Professor of Mathematics. B.S., University of California, Santa Barbara; M.S., California Institute of Technology; M.A., San Francisco State University; Ph.D., University of California, Berkeley.

Charles Sarno (2000)

Associate Professor of Sociology. B.A., Boston College; M.A., Harvard University; Ph.D., Boston College.

Chiho Sawada (2009)

Assistant Professor of History. B.A., University of California, San Diego; M.A., Ph.D., Harvard University.

Daniel W. Schmidt (1995)

Associate Professor of English. B.A., M.A., California State University, Stanislaus; Ph.D., Southern Illinois University at Carbondale.

Jennifer Sherwood (2008)

Assistant Professor of Biology. B.S., Michigan State University, East Lansing; M.S., Ball State University; Ph.D., Marquette University.

Helen Shoemaker (2001)

Director and Associate Professor of Counseling Psychology. B.A., M.S. California State University, Hayward; Ph.D., Saybrook Institute.

Robert Simons (1975)

Professor of Art. B.F.A., M.F.A., California College of Arts and Crafts.

Julia Irene Smith (1994)

Professor of Biological Science. B.A., Carleton College; M.S., University of Oklahoma; Ph.D., University of California, Berkeley.

Nancy Teskey, SNJM (1978)

Associate Professor of Biological Science. B.A., Holy Names College; Ph.D., University of California, Davis.

Tsze Tsang (2010)

Assistant Professor of Chemistry. B.S., Southern Connecticut State College; M.S., University of Nevada; Ph.D., University of California, Davis.

Robinetta Wheeler (2001)

Assistant Professor in Nursing. B.S.N., New York University; M.S.N., San Jose State University; Ph.D., University of California, San Francisco.

Helen (He) Xu (2007)

Assistant Professor of Finance. B.A., Dongbei University of Finance and Economics; M.A., Jinan University; Ph.D. University of North Texas.

Part-time Faculty

Charles Ahern

Lecturer in Education. B.A., University of California, Santa Barbara; Ph.D., University of Tennessee, Knoxville.

Constatin Androvic

Adjunct Instructor in Mathematics. B.A., University of Bucharest

Gemma Arguelles

Adjunct Instructor in Music. B.M., University of the Philippines; M.M., Holy Names College.

Muriel Ayanaba

Lecturer in Education. B.A., Cornell University; M.Ed., University of Ibadan, Nigeria; Ph.D., University of California, Berkeley.

Masankho Kamsisi Banda

Lecturer in Spirituality. B.A., College of Wooster, Ohio; M.A., Holy Names College.

Robynn Battle

Lecturer in Education. B.S., San Francisco State University; M.S., University of California, Berkeley; Ed.D., University of San Francisco.

Jennifer Berezan

Lecturer in Spirituality. B.A., University of Calgary; M.A., Holy Names University.

Amalia Bergman

Lecturer in Mathematics. B.Sc., Jerusalem University, Israel; M.Sc., Ph.D., Tel Aviv University.

John Binkov

Lecturer in Music. B.A., University of California, Berkeley; M.A., University of California, Davis.

Roy Bogas

Professor of Music. B.A., University of California, Berkeley; B.M., San Francisco Conservatory of Music; M.A., University of California, Berkeley.

Edward W. Brennan

Lecturer in Chemistry. B.S.; M.S.; Ph.D., Colorado State University, Fort Collins

Norman Brooks

Adjunct Instructor in Education. B.A., California State University, Los Angeles; M.A., George Washington Univ.

Felicia Byars

Lecturer in Counseling Psychology. B.A., Southwest Texas State University; M.A., Argosy University.

Maria Carroll

Lecturer in Education. B.S., University of Maryland; M.A., United States International University.

Mickie L. Christensen

Lecturer in Arts and Humanities. B.A., University of California, Berkeley; M.A., San Francisco State University

Hyunjoo Chung

Adjunct Instructor in Music. B.M., Eastman School of Music; M.M., Cleveland Institute of Music; D.M.A., Peabody Institute of Music.

J. Andrew Combs

Lecturer in Mathematics. B.S., Duke University; M.S., Florida State University; Ph.D., Massachusetts Institute of Technology

Valerie Corpuz

Adjunct Assistant Professor of Nursing. B.S.N., R.N., Creighton University School of Nursing; M.S.N., Vanderbilt University School of Nursing; Ph.D. (c), University of San Francisco.

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.

Arpana Dixit-Brunet

Lecturer in Forensic Psychology. B.A., M.A., University of Bombay; Psy.D., California School of Professional Psychology.

Barbara Douglass

Adjunct Instructor. B.S.N., Medgar Evers University; M.S.N., C.N.M., Columbia University; M.B.A., University of California, Irvine

Ricardo Dukes

Lecturer in Psychology. B.A., M.A., Sonoma State University; Ph.D. (c), Walden University.

Carla L. Durkin

Lecturer in Counseling Psychology. M.S., San Francisco State University.

Kenneth Durling

Lecturer in Music. B.A., University of Southern California; M.M., Cleveland Institute of Music.

Michelle Dwyer

Lecturer in Spirituality. A.A., Mohawk Valley Community College, Utica, NY.

Rosemary Ehat

Lecturer in Mathematics. B.A., M.A., Holy Names University

Carol Rinkleib Ellison

Lecturer in Psychology. A.B., University of Chicago; M.S., Ph.D., University of California, Davis.

Vanisha Evans

Lecturer in Music. B.M., Holy Names College.

Catherine Farrell

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Katherine Field-Rothschild

Adjunct Instructor in Arts and Humanities. B.A., University of California, Irvine; M.F.A., Saint Mary's College of California

Carol Lee Flinders

Lecturer in Spirituality. B.A., Stanford University; Ph.D., University of California, Berkeley.

John Fox

Lecturer in Spirituality. B.A., Bard College, New York.

Susan Hudson Fox

Lecturer in English. B.A., Miami University, Ohio.; M.A., California State University, Hayward; Ph.D., University of California, Davis.

Robin Bon Frederick

Adjunct Instructor in Nursing, B.A., Lone Mountain College; M.S.N., University of California, San Francisco.

Barry Friedman

Lecturer in Spirituality. B.A., Hobart College; M.A., J.F.K. University; M.A., Ph.D., University of Chicago.

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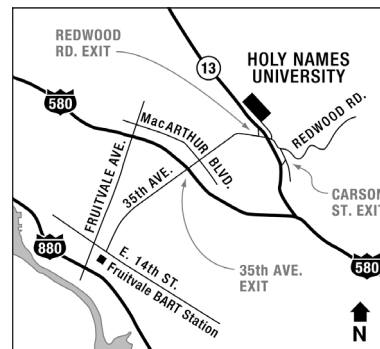
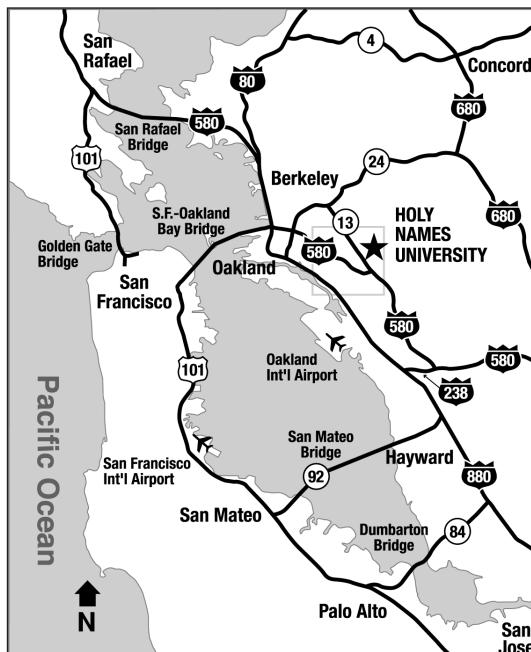
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