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Preamble

NOTE ABOUT THE CATALOG AND POLICY CHANGES:

The National Hispanic University (NHU) has made every effort to ensure the accuracy of the information in the catalog. Students are advised that such information is subject to change without notice.

After the date of publication, changes may occur. These may include announcements and changes in fee structure, course offerings, and teaching, administrative, and staff assignments. Students and others should contact the Registrar for current information.

It is the student’s responsibility to become familiar with the announcements and NHU regulations printed in this catalog. NHU reserves the rights to add, amend, or repeal any of its regulations, rules, resolutions, policies, and procedures, in whole or in part, at any time. None shall be construed as, operate as, or have the effects of, an abridgment or limitation of any NHU rights, power, or privileges. In addition, NHU reserves the right to revise programs in accordance with sound academic standards and requirements.
The National Hispanic University Location

14271 Story Road
San Jose, California 95127-3823
1-408-254-6900

From Highway 101 North:
1. Take US-101 SOUTH toward SAN JOSE
2. Take the 680 North to Sacramento
3. Take the I-280/I-680 exit toward SACRAMENTO
4. Take the I-680 exit toward SACRAMENTO
5. Take the CAPITOL EXPRESSWAY
6. Continue on EAST CAPITOL EXPRESSWAY
7. Turn Left on STORY RD
8. After the STORY/WHITE RD intersection, NHU will be on the left-hand side
9. Arrive at 14271 STORY RD, SAN JOSE

From Highway 101 South:
1. Take US-101 NORTH toward SAN JOSE
2. Take the I-280/I-680 exit toward DOWNTOWN SAN JOSE/SACRAMENTO
3. Take the I-680 exit toward SACRAMENTO
4. Take the CAPITOL EXPRESSWAY exit
5. Continue on EAST CAPITOL EXPRESSWAY
6. Turn Left on STORY RD
7. After the STORY/WHITE RD intersection, NHU will be on the left-hand side
8. Arrive at 14271 STORY RD, SAN JOSE

From Highways 280 or 680:
1. Take the CAPITOL EXPRESSWAY exit
2. Continue on EAST CAPITOL EXPRESSWAY
3. Turn Left on STORY RD
4. After the STORY/WHITE RD intersection, NHU will be on the left-hand side
5. Arrive at 14271 STORY RD, SAN JOSE
## A Quick Reference Guide to NHU Departments and Services

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Academic Calendar

Registration for both modular and semester classes starts immediately after the schedule for that term has been issued and remains open until the second class session or meeting of that particular course.

**Fall 2014 Semester**

- Teacher Education Module 1 Begins ................................................................. August 18, 2014
- Translation and Interpretation Module 1 Begins .............................................. September 2, 2014
- Undergrad Fall Semester Begins ................................................................. September 2, 2014
- Undergrad *Fast Track* 1 Begins ................................................................. September 2, 2014
- Master Programs Session 1 Begins ............................................................... September 2, 2014
- Teacher Education Module 1 Ends ............................................................... September 28, 2014
- Translation and Interpretation Module 1 Ends .............................................. September 28, 2014
- Teacher Education Module 2 Begins .............................................................. September 29, 2014
- Translation and Interpretation Module 2 Begins .......................................... September 29, 2014
- Undergrad *Fast Track* 1 Ends ................................................................. October 26, 2014
- Master Programs Session 1 Ends ............................................................... October 26, 2014
- Undergrad *Fast Track* 2 Begins ................................................................. October 27, 2014
- Master Programs Session 2 Begins ............................................................... October 27, 2014
- Teacher Education Module 2 Ends ............................................................... November 09, 2014
- Translation and Interpretation Module 2 Ends .............................................. November 09, 2014
- Teacher Education Module 3 Begins .............................................................. November 10, 2014
- Translation and Interpretation Module 3 Begins .............................................. November 10, 2014
- Undergrad Fall Semester Finals Week ...................................................... December 15-20, 2014
- Master Programs Session 2 Ends ............................................................... December 21, 2014
- Undergrad *Fast Track* 2 Ends ................................................................. December 21, 2014
- Undergrad Fall Semester Ends ............................................................... December 21, 2014
- Teacher Education Module 3 Ends ............................................................... December 21, 2014
- Translation & Interpretation Module 3 Ends .............................................. December 21, 2014

**Spring 2015 Semester**

- Teacher Education Module 1 Begins ............................................................. January 5, 2015
- Translation and Interpretation Module 1 Begins ............................................. January 5, 2015
- Undergrad Spring Semester Begins ............................................................. January 5, 2015
- Undergrad *Fast Track* 1 Begins ................................................................. January 5, 2015
- Master Programs Session 1 Begins .............................................................. January 5, 2015
- Teacher Education Module 1 Ends ............................................................... February 15, 2015
- Translation and Interpretation Module 1 Ends .............................................. February 15, 2015
Teacher Education Module 2 Begins ................................................................. February 16, 2015
Translation and Interpretation Module 2 Begins .............................................. February 16, 2015
Undergrad Fast Track 1 Ends ............................................................................. March 1, 2015
Master Programs Session 1 Ends ..................................................................... March 1, 2015
Undergrad Fast Track 2 Begins ......................................................................... March 2, 2015
Master Programs Session 2 Begins ..................................................................... March 2, 2015
Teacher Education Module 2 Ends ..................................................................... March 29, 2015
Translation and Interpretation Module 2 Ends ................................................... March 29, 2015
Teacher Education Module 3 Begins ................................................................. March 30, 2015
Translation and Interpretation Module 3 Begins ................................................. March 30, 2015
Master Programs Session 2 Ends ....................................................................... April 26, 2015
Undergrad Fast Track 2 Ends ............................................................................. April 26, 2015
Undergrad Spring Semester Ends ..................................................................... April 26, 2015
Teacher Education Module 3 Ends .................................................................... May 10, 2015
Translation & Interpretation Module 3 Ends ..................................................... May 10, 2015

Summer 2015 Semester
Teacher Education Module 1 Begins ................................................................. May 18, 2015
Translation and Interpretation Module 1 Begins ................................................ May 18, 2015
Undergrad Summer Semester Begins ............................................................... May 4, 2015
Undergrad Fast Track 1 Begins ........................................................................... May 4, 2015
Master Programs Session 1 Begins .................................................................... May 4, 2015
Teacher Education Module 1 Ends ..................................................................... June 28, 2015
Translation and Interpretation Module 1 Ends .................................................... June 28, 2015
Teacher Education Module 2 Begins ................................................................. June 29, 2015
Translation and Interpretation Module 2 Begins ................................................. June 29, 2015
Undergrad Fast Track 1 Ends ............................................................................. June 28, 2015
Master Programs Session 1 Ends ....................................................................... June 28, 2015
Undergrad Fast Track 2 Begins ........................................................................... June 28, 2015
Master Programs Session 2 Begins .................................................................... June 28, 2015
Teacher Education Module 2 Ends ..................................................................... August 09, 2015
Translation and Interpretation Module 2 Ends .................................................... August 09, 2015
Master Programs Session 2 Ends ....................................................................... August 23, 2015
Undergrad Fast Track 2 Ends ............................................................................. August 23, 2015
Undergrad Summer Semester Ends .................................................................. August 23, 2015
A Message from the President

You, our students, make The National Hispanic University (NHU) a unique place to learn. Your experiences and backgrounds contribute to your success—and that of your classmates—in and out of the classroom. As a member of this community, you can be proud to call yourself an NHU student and part of our familia.

As you embark on another academic year, I encourage you to take advantage of the many resources we offer on your road to success, including this handbook. Please take the time to familiarize yourself with this handbook so you are aware of all of the services available to you.

Each of you is a potential leader, so make the most of your time here at NHU to develop your voice and make certain you leave enriched with the essential tools to impact change in your respective communities. From our academic advisors and faculty members to our library services and Center for College Success staff, we are all here to guide you and ensure that you have the skills and knowledge you need to succeed now and into the future.

All my best for a successful academic year!

Gladys Ato, Psy.D.
President and Provost
Mission
The National Hispanic University (NHU) provides a post-secondary education for Hispanics and others grounded in cultural respect, biliteracy, and diversity for engaged students who will become local, national, and global community leaders.

Vision
Our vision is that every student at The National Hispanic University will graduate.

Values
- **Familia**: We believe in Familia, a signature approach that applies a unique combination of cooperative learning and mutual assistance among students, faculty, and community/business partners in a personal and culturally relevant environment. The interactions with responsive and caring professors, staff, and community members help to create a caring and supportive environment with a high degree of authenticity in all interactions.
- **Inclusiveness**: We cherish multiple perspectives and embrace diversity in support of our common mission, which is the cornerstone of access to quality education for our students.
- **Quality and Excellence**: We pursue superior performance in teaching, learning, service, and research.
- **Service**: We prepare students to be of service to their communities and society at large.
- **Integrity**: We live honestly and ethically according to our shared values.

Goals and Objectives
NHU is dedicated to the challenge of meeting the unique requirements of its students. The purpose of providing the opportunity for a multicultural education to qualified individuals is expressed in all phases of the university’s operations, from the selection of professors to the design of the curriculum. The undergraduate academic programs provide students with a general education, as well as specialized knowledge in a chosen field. The graduate academic programs provide training in application of theory and research to practice in the disciplines. While NHU realizes the necessity of offering students a large quantity of available information, it believes that its primary task is to develop students’ skills in critical thinking and inquiry.

The fundamental goal of NHU is to help students acquire a broad educational knowledge in an academic discipline to develop the competencies needed in their chosen professional field, and to gain the attitude of personal responsibility necessary to function effectively as a citizen in an increasingly complex and interdependent world.

University Outcomes
To fulfill its mission, NHU is committed to the following student learning outcomes:
- Written Communication
- Critical Thinking
- Information Literacy
- Oral Communication
- Quantitative Literacy
- Intercultural Knowledge
As NHU enhances student competency in its six undergraduate student learning outcomes across the curriculum, students will become critical thinkers who are skilled communicators both in written and oral communication, who can also engage in inquiry and research using the most effective methods to access and evaluate information, and who can effectively interact with others in this increasingly multicultural and global environment.

Graduate students acquire a number of skills related to evidence-based practice. They learn to analyze and evaluate research; to examine ethics in the context of cultural and social contexts; and to apply data analysis, interpretation, and/or synthesis to solve problems.

**History**

NHU was established in 1981 in Oakland, California, to serve the needs of Hispanics and other underserved groups. As our founding president and academic visionary for 22 years, Dr. B. Roberto Cruz believed that a small, private independent college could make a difference in the graduation rate of Hispanics and other minorities.

NHU fosters *Familia*, a caring learning environment in which students feel valued and supported at every step in their academic journey. Our guiding principles embrace diversity and multiple perspectives, and as a result of the groundbreaking work of Dr. Cruz, we have shaped a framework for supporting the success of Hispanic learners and those active in the Hispanic community. It is within this context that we developed our initial mission: To enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology.

In 1990, we established a second campus in San Jose and began reaching out to the community with Oakland’s Upward Bound program for economically disadvantaged high school youth. Our community outreach efforts grew the following year when we established the Educational Talent Search program in San Jose to reach middle and high school students from low-income backgrounds. Also in 1991, we introduced our Translation and Interpretation certificate program for English and Spanish speakers.

In 1992, our Oakland campus merged with the San Jose campus, and then, in 1995, we moved to our current location in San Jose.

Having been established for close to 15 years, we received recognition from external organizations, including accreditation by the Accrediting Council of Independent Colleges and Schools (ACICS), approval as a CLAD/BCLAD Teacher Credentialing Institution by the California Commission on Teacher Credentialing (CCTC), and reapproval as a degree-granting institution by the California Department of Education.

In 1997, we partnered with San José State University (SJSU) and the National Aeronautics and Space Administration (NASA)/Ames Research Center to encourage more Hispanic students to enroll and graduate from college and to offer education and collaborative research opportunities designed to bring more Hispanics into the aerospace and technology fields.

We were recognized for preparing more bilingual Latino teachers in Northern California than any other four-year institution in 1998. Three years later, we founded the Latino College Preparatory Academy (LCPA), a bilingual charter school.

In 2002, we were accredited by the Western Association of Schools and Colleges (WASC). The following year, Dr. David P. Lopez was named president of our university. He was named Hispanic-Net Educator of the Year in 2005, and, in 2006, Governor Arnold Schwarzenegger appointed him to serve on the State Board of Education.
In 2009, we established the Early University Program (EUP), designed to introduce high school students to the college experience. After joining the Laureate International Universities network in 2010, we added online courses, concentrations, and degree programs in education and business.

In 2012, we celebrated our 30th anniversary. Since then, we have added graduate programs in business, early childhood, and education, as well as undergraduate programs in criminal justice and psychology.
Institutional Recognition and Accreditations

NHU is accredited by the WASC Senior College and University Commission (WSCUC): 985 Atlantic Avenue, #100, Alameda, CA 94501; 1-510-748-9001; www.wascsenior.org.

The National Hispanic University is licensed to operate by the California Bureau for Private Postsecondary Education (BPPE).

NHU has approval from the California Commission on Teacher Credentialing (CCTC) to recommend qualified candidates for the Preliminary Teaching Credential in Multiple Subject, Single Subject (English, Math, Science, Social Science, Physical Education, Art, and Spanish), Mild to Moderate Education Specialist and Clear Credential in General Education (MS/SS), and Education Specialist. NHU is also accredited to issue California Teachers of English Learners (CTEL/CLAD) and Spanish Bilingual Authorization. CCTC: 1900 Capitol Avenue, Sacramento, CA 95811-4213; 1-888-921-2682; www.ctc.ca.gov.

University Facilities

When founded in 1981, NHU was housed in a two-room building on East 14th Street in Oakland. The facility provided space for 155 students, 12 staff, and adjunct faculty. In September 1990, the Oakland campus moved to 262 Grand Avenue, Oakland, a larger and safer facility.

Simultaneously, NHU opened its San Jose campus on East Gish Road as the result of a Board of Trustees recommendation and in keeping with the goal of offering postsecondary education to more Hispanics. San Jose was chosen because it is home to the third largest Hispanic population in California and 10th largest in the nation. In the fall of 1995, NHU relocated to its current 11-acre campus on Story Road in East San Jose.

University Educational Partnerships

NHU maintains several vital partnerships in the San Francisco Bay Area, Silicon Valley, the Monterey Bay area, and southern California. These include key partnerships with San José State University (SJSU), Notre Dame de Namur University, Walden University the San Mateo Community College District, NASA/Ames Research Center, and the Santa Clara County Office of Education. In addition, NHU maintains partnerships with many California Community Colleges which allow for ease of transfer from an Associate degree to the Bachelor’s program at NHU.

The NHU department of Education and Teacher Credentialing maintains partnership agreements with school districts throughout Alameda, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz Counties which allows for the placement of Interns and Student Teachers pursuing their California Teacher, Specialist, or Administrator Credentials.

Each partnership establishes joint enrollment opportunities, collaborative programs and services, and on-the-job training designed to prepare future leaders in the fields of Education, Business, Criminal Justice, Psychology, Health, Science, Technology, Engineering, and Math both locally and nationally.

These partnerships also help students interested in majors not offered by NHU to transfer to other universities after completing their general education requirements.

NHU also has sustained partnerships with several community-serving nonprofits and corporate entities which provide the same collaborative programs and on-the-job training as listed previously.

Articulation Agreements

Articulation Agreements are formal partnership agreements between accredited academic institutions of higher learning and other agencies which provide for ease of transfer and collaborative programs leading to employment readiness.
NHU has established articulation/transfer agreements with many accredited academic institutions. These agreements guarantee that certain courses can be transferred between the two institutions and allow students from both schools to have exposure to other school environments.

Information on course-to-course equivalency is available on the NHU website; however, students should always consult an admissions or academic counselor to review how a course would transfer in or out of an individual program of study.

**REMEMBER: Charts do not replace proper academic advisement.**

NHU currently has cross enrollment and articulation/transfer agreements with the following institutions:

- **California Community Colleges**
  - Cabrillo College
  - Cañada College
  - De Anza College
  - Evergreen Valley College
  - Foothill College
  - Gavilan College
  - Mission College
  - San Jose City College
  - College of San Mateo
  - Skyline College
  - West Valley College

- **Accredited Universities and Graduate Programs**
  - Notre Dame De Namur University
  - San Jose State University
  - Walden University
  - Pacific Oaks College
  - National University

- **Other Programs**

  Additional information about articulation agreements may be found on the NHU website at [http://www.nhu.edu/admissions/transfer-students.htm](http://www.nhu.edu/admissions/transfer-students.htm).
  - Prior Learning Assessments and Military Training and United States Armed Forces Institutes (USAFI)
    - Advanced Placement Program (APP)
    - International Baccalaureate (IB)
    - College-Level Examination Program (CLEP)
    - Defense Activity for Non-Traditional Educational Support (DANTES)
    - DANTES Subject Standardized Tests (DSST)
    - Excelsior College Exam (ECE)
    - Thomas Edison State College Examination Program (TECEP®)
University Assessment Plan

NHU has three main assessment levels: university-wide learning outcomes assessment, program-learning outcomes assessment, and course-learning outcomes assessment. To accomplish these different levels of assessment, NHU has selected six university-wide undergraduate learning outcomes and four university-wide graduate learning outcomes, clearly defined program-learning outcomes, and specified course-level learning outcomes for all the academic programs.

The university-wide undergraduate learning outcomes are as follows:

- Written Communication
- Oral Communication
- Critical Thinking
- Information Literacy
- Intercultural Knowledge
- Quantitative Literacy

The university-wide graduate learning outcomes are as follows:

- Analyze and evaluate research.
- Examine, explain, and evaluate ethical positions reflecting the complexity of different cultural and social contexts.
- Demonstrate effective graduate-level communication skills.
- Apply data analysis, interpretation, and/or synthesis to solve problems.

The university-wide learning outcomes are assessed in cycles. A learning outcome is selected from a predetermined schedule and it is assessed during the academic year. Data are collected from specific courses, analyzed, and disseminated to stakeholders. The Assessment Committee analyzes and interprets the results, develops a course of action for changes or improvements if needed, and works with subject matter faculty to implement an action plan that will help students better achieve the desired competency in each university-wide learning outcome.

Each academic program is required to have a learning outcomes assessment plan that includes the list of the program learning outcomes, curricular map, assessment rubrics, a list of direct and indirect assessments, and a timeline.

The NHU Assessment Handbook provides guidelines to the student outcomes assessment efforts.
Admission to the University

NHU is not admitting students at this time.

Readmission

Students who have not been in regular attendance or who have withdrawn from the university for more than one year but less than five years must reapply to the university for admission using the reactivation request process. Students will be notified in writing of their acceptance status. Students are subject to the current catalog curriculum requirements at the time of readmission and therefore may have a new preliminary program of study issued.

Students who have not been in regular attendance or who have withdrawn from the university for more than one year but less than five years must:

- Apply for readmission by completing a reactivation request form
- Submit official transcripts of any college work attempted in the interim

After five years, students must:

- Apply for readmission by completing a reactivation request form
- Re-submit all the required admission documents
- Obtain clearance from the NHU Office of Admissions and Office of the Bursar prior to registering for courses
## Transfer of Credit

### Transfer Maximum by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
</table>
| A.A. in Business Administration        | 52 lower-division transferable semester units or 78 lower-division transferable quarter units | - A maximum of 52 semester units may be transferred.  
- Students must earn at least 15 units in residence at NHU. |
| B.A. in Business Administration        | 90 transferable semester units or 135 transferable quarter units                        | - A maximum of 90 transferable semester units are accepted as transferable units.  
- Students must meet the university’s residency requirement of 30 units at NHU.  
- Students must complete a minimum of 45 upper division units.  
- No transfer credit is accepted for the following courses:  
  - BUS 113 
  - BUS 314 Business Seminar: Owning Your Own Career  
  - BUS 401 Senior Capstone |
| B.S. in Computer Information Systems   | 90 transferable semester units or 135 transferable quarter units                        | - A maximum of 90 transferable semester units are accepted as transferable units.  
- Students must meet the university’s residency requirement of 30 units at NHU.  
- Students must complete a minimum of 45 upper-division units.  
- No transfer credit is accepted for the following courses:  
  - CS 234 Computing and Society  
  - CS 238 Requirements Analysis  
  - CS 246 Computer Security Fundamentals  
  - CS 304 Human-Computer Interaction  
  - CS 312 Software Frameworks  
  - CS 420 Quality Management Standards for IT  
  - CS 424 Business Architecture and Process  
  - CS 426 IT Service Management  
  - CS 490B Computer Information System Senior Project |
<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
</table>
| A.A. in Child Development     | 54 lower division transferable semester units or 81 lower division transferable quarter units | ▪ A maximum of 54 semester units may be transferred.  
▪ Students must earn at least 15 units in residence at NHU.  |
| B.A. in Child Development     | 90 transferable semester units or 135 transferable quarter units                      | ▪ A maximum of 90 semester units may be transferred.  
▪ Students must meet the university’s residency requirement of 30 units at NHU.  
▪ Students must complete a minimum of 45 upper division units.  
▪ No transfer credit is accepted for the following courses:  
  ‐ CD 434 Literacy Development in Second Language Learners  
  ‐ CD 435 Autism Spectrum Disorders  
  ‐ CD 436 Socialcultural Issues in Biliteracy Education  
  ‐ CD 440 Appropriate Practices Across the Curriculum Through Pedagogy  
  ‐ CD 442 Methods for Second Language Learners  
  ‐ CD 454 Practicum in Early Childhood Education II  
  ‐ CD 457 Observation and Assessment of Differently Abled Young Children  
  ‐ EDU 300 Liberal Studies Gateway Experience  
  ‐ ETH 300 Latino Culture in the United States  
  ‐ EDU 101 Technology and Information Literacy for Educators |
| B.A. in Criminal Justice      | 90 transferable semester units or 135 transferable quarter units                      | ▪ A maximum of 90 semester units may be transferred.  
▪ Students must meet the university’s residency requirement of 30 units at NHU.  
▪ Students must complete a minimum of 45 upper division units.  
▪ No transfer credit is accepted for the following course:  
  ‐ CRJS 100W |
| B.A. in Psychology            | 90 transferable semester units or 135 transferable quarter units                      | ▪ A maximum of 90 transferable semester units are accepted as transferable units.  
▪ Students must meet the university’s residency requirement of 30 units at NHU.  
▪ Students must complete a minimum of 45 upper-division units.  
▪ No transfer credit is accepted for the following course:  
  ‐ PSY 110W |
<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Blended B.A.-Teacher Credential              | 68 transferable semester units or 102 transferable quarter units                        | ▪ A maximum of 68 semester units may be transferred.  
▪ General Education coursework transferred into the program must represent a 2.0 GPA or higher.  
▪ Students must meet the university’s residency requirement of 30 units at NHU.  
▪ Students must complete a minimum of 45 upper division units. |
| M.A. in Education (Teaching and Learning Concentration) | 12 transferable semester units or 18 transferable quarter units                        | ▪ A maximum of 12 semester units may be transferred.  
▪ Students must earn at least 18 units in residence at NHU. |
| A.S. in Mathematics and Science              | 55 lower division transferable semester units or 82.5 lower division transferable quarter units | ▪ A maximum of 55 semester units may be transferred.  
▪ Students must earn at least 15 units in residence at NHU. |
| A.S. in Mathematics and Science with Engineering Concentration | 55 lower division transferable semester units or 82.5 lower division transferable quarter units | ▪ A maximum of 55 semester units may be transferred.  
▪ Students must earn at least 15 units in residence at NHU. |
| A.S. in Mathematics and Science with Geology, Mathematics, or Physics Concentration | 45 lower division transferable semester units or 67.5 lower division transferable quarter units | ▪ A maximum of 45 semester units may be transferred.  
▪ Students must earn at least 15 units in residence at NHU. |
| Translation and Interpretation Certificate     | No transfer of credit is allowed for this certificate                                  | ▪ A maximum of 0 units may be transferred.  
▪ Students must earn at least 21 units in residence at NHU. |
<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Credential</td>
<td>Depends on each</td>
<td>▪ Six units from other accredited institutions will be accepted toward the preliminary credential. Additional units may be accepted only with the chair’s approval.</td>
</tr>
<tr>
<td></td>
<td>credential</td>
<td>▪ Computer Technology for Preliminary Teacher Education Credential.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ NHU grants credit toward its undergraduate programs to students who have successfully completed the CSET: Preliminary Educational Technology Test 1 and Test 2. A student who presents a score of PASS may be granted credit for the Teacher Education Credential technology course.</td>
</tr>
</tbody>
</table>

**Credits from Other Colleges and Universities**

NHU encourages transfer of credit from other institutions. Requests should be submitted to the office handling admissions during the application process, and no later than 60 days from the start of program. Evaluation can begin with unofficial transcripts; however, only transferred credits based on official transcripts will appear in the student records. Typically, students are notified of official transfer of credit at the same time that they are given an offer of admission or during their first term of enrollment.

**NHU Limits on Transfer Credit**

- NHU follows The American Council on Education guidelines and procedures when awarding credit for non-traditional education (e.g., Advanced Placement Program (APP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support, Dantes Subject Standardized Tests (DSST)). Courses taken elsewhere and approved for transfer to NHU as part of the degree program are not considered in computing the student’s NHU GPA.

- NHU awards graduation credit for up to 90 semester (135 quarter) units of transferable undergraduate coursework. That means those units will be counted toward completion of an undergraduate degree (i.e., courses need to be 65% comparable in nature, content, and level of credit to the corresponding NHU course or with content considered to enhance the student’s NHU education). For specific transfer of credits by program, see **Transfer Maximum by Program** table on previous page. A minimum of 30 credits must be completed at NHU to meet university residency requirements.

- Some exams may be awarded as content credit in two areas; refer to the General Education (GE) Breadth Requirement policy for more information.

- A maximum of 18 semester units of CLEP may be transferred in the following areas: Natural Science (no lab credit), Humanities, and the Social Sciences (including History), and General Education courses (including Mathematics).

- A maximum of 30 hours of any combination of correspondence, extension, and military service credit can be applied to the degree **International Baccalaureate (IB) and Advanced Placement Tests (AP) are not included in the 30-unit limit.**

- Up to a maximum of 12 units may be transferred into a master’s program
Transfer of Credit Evaluation

Credit for undergraduate work completed at other institutions may be accepted in partial fulfillment of the requirements for degrees at NHU. The work must be of acceptable quality (i.e., courses with a passing grade of Credit, Pass, Satisfactory, or “C-” or better). Courses completed that are at the post-baccalaureate level must have earned a minimum grade of B or better. The following guidelines apply to courses evaluated for transfer of credit:

- Coursework earned is recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education at the time the course was completed, or from an appropriately accredited non-U.S. institution.

- Courses are considered to satisfy requirements within one of the following academic components that comprise NHU’s undergraduate plan of study: general education, program-related (core or elective), or general electives.

- Class content in the course being transferred must be at least 65% comparable in nature, content, and level of credit to the corresponding NHU course or with content considered to enhance the student’s NHU education.

- Courses taken at an institution that is part of the California Community College System whose courses are designated as University of California Transferable or California State University transferable, will be accepted for transfer.

- For Teacher Education, the following transfer criteria apply:
  - Technology courses not older than three years.
  - Reading courses not older than five years.
  - Teacher education courses not older than seven years.

Exam-for-Credit and Prior Learning Assessment (Non-Traditional Education)

NHU follows The American Council on Education guidelines and procedures when awarding credit for non-traditional education. NHU can accept credits registered with the American Council on Education (http://www.acenet.edu). NHU also can accept credits from the following exam-for-credit agencies: Advanced Placement Program (APP), International Baccalaureate (IB), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support (DANTES), DANTES Subject Standardized Tests (DSST), Excelsior College Exam (ECE), and Thomas Edison State College Examination Program (TECEP®).

NHU can also award credit for Credit for Military Training and United States Armed Forces Institutes (USAFI) as well as Life Experience and Prior Learning Assessment through by the Council for Adult and Experiential Learning (CAEL) via www.LearningCounts.org.

NHU accepts full and partial CSU General Education Breadth certification from universities that applied credits from the above-mentioned standardized external examinations.

RESTRICTIONS: Advanced Placement and International Baccalaureate are excluded from the 30-unit limit. Credit awarded cannot be a duplicate of any degree credit, and credit cannot be awarded when it has been granted at a level more advanced than the content in the exam. The name of the examination, student’s score, and credit earned will be identified on the student’s academic record.

Importing Credits for Non-Traditional Education

Undergraduate students with non-traditional education have the opportunity for prior learning assessment by portfolio review through a program facilitated by the Council for Adult and Experiential
Learning (CAEL) via www.LearningCounts.org. By utilizing this service, students will be able to speak with an advisor regarding the best avenues for pursuing prior learning credit, register for a course that will assist in the creation of their portfolios, and have those portfolios assessed for credit. Any credits awarded would be provided via the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS) recommendation. Students seeking prior learning credit by portfolio should work with their academic advisor to complete a Letter of Permission and submit it to the Office of Admissions in advance of course registration.

**Advanced Placement**

NHU grants credit toward its undergraduate programs to students who have successfully completed the examinations of the Advanced Placement (AP) program of the College Board. Students who present a score of 3 or better on AP exams taken before college will be granted three to six semester units of lower-division undergraduate credit. The number of units granted, course equivalence, and satisfaction of requirements vary depending on the test.

**College-Level Examination Program (CLEP)**

NHU grants credit to those students who pass most of the CLEP exams with a score of 50 or above. Some Language Exams have a higher minimum score. Students should consult with their advisor for more information. A student may receive a maximum of 18 semester units in the following areas: Natural Sciences (no lab credit), Humanities and the Social Sciences (including History), and General Education courses (including Math).

**Credit for Military Training and United States Armed Forces Institutes (USAFI)**

NHU grants credits for military training in accordance with the recommendation of the American Council on Education. Courses for which credits are earned while in the military must be listed on official military documents (i.e., DD214, DD295, Army/American Council on Education Registry Transcript). Other official military documents may be used as the basis for evaluation at the discretion of the Office of Admissions, given that they contain the elements necessary for evaluation. Those courses that are eligible for evaluation will be awarded university transfer credits consistent with the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services and directives issued by NHU academic departments.

**Credit by Examination**

Any student may challenge the following courses by passing the required examinations developed by the department. A given course can be challenged only once, and only two courses may be challenged per semester.

- Spanish for Native Speakers (SPAN 205)
- Integrated Computer Applications (CS 120)

To challenge a course, students must:

- Obtain the approval of the department chair.
- Register for the course by completing a Registration Worksheet or Add/Drop form (whichever is applicable).
- Designate on the appropriate form that the course is a Challenge Exam and pay the corresponding course fee.
- Pass the test by earning a score of 70% or higher.
- Record the equivalent of “C” or higher as “P” (Pass), with units earned.
Tuition and Fees
Tuition and fees stated in the NHU Handbook and Catalog are for the 2014-15 academic year and are subject to change. For the most up-to-date information, contact the Office of the Bursar at bursar@nhu.edu.

Tuition and Mandatory Fees
- Undergraduate Tuition ........................................................................................................................................... $329.00/unit
- Credential Tuition .................................................................................................................................................... $357.00/unit
- Translation and Interpretation Certificate Tuition ................................................................................................ $320.00/unit
- MAED Tuition ........................................................................................................................................................... $357.00/unit
- Student Resources Fee (per semester) ................................................................................................................ $150.00/unit

Other Fees
If and when applicable, students may be charged:
- Student ID Replacement Fee ................................................................................................................................. $10.00
- Laboratory Fee (applies to courses with laboratory component, non-refundable) ........................................ $25.00/course
- Graduation Fee ......................................................................................................................................................... $50.00
- Graduation Fee (Translation and Interpretation Certificate) ................................................................................... $25.00
- One-Day Rush Transcript Fee (next working day) ................................................................................................. $10.00/each
- Rush Transcript Fee (2–6 day service) .................................................................................................................... $8.00/each
- Regular Transcript Fee (7 days +) ......................................................................................................................... $4.00/each
- Additional Regular Transcript Ordered at the Same Time .................................................................................... $2.00/each
- Returned Check Fee First time ............................................................................................................................... $25.00
- Returned Check Fee Second time .......................................................................................................................... $35.00
- Installment Payment Plan Fee ............................................................................................................................... $25.00
- Diploma Fee (each duplicate) ................................................................................................................................. $50.00
- Certificate Fee (each duplicate) ............................................................................................................................ $25.00
- Thesis Fee (bound copy) ........................................................................................................................................... $27.00

Methods of Payment
NHU accepts the following payments toward student accounts:
- Cash
- Check, cashier’s check, and money order
- Credit cards: Visa, MasterCard, and Discover Card only
- Savings/checking account transfer

All checks and money orders should be made payable to The National Hispanic University.
Unpaid Balances

All balances are due two weeks before the start of the term except for charges for Non Degree seeking students, which are due at registration. Holds will be placed on overdue accounts, which will prevent students from registering and receiving transcripts, diplomas, and/or certificates.

In the event a student account becomes delinquent, the student is responsible for all costs of collection including collection agency fees, court costs, judgment interest, and other allowable charges in accordance with state regulation.

Tuition Refund Policy

The schedule for tuition refund applies to all NHU students:

<table>
<thead>
<tr>
<th>Number of Calendar Days</th>
<th>Percentage of Refund to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–8 days</td>
<td>100%</td>
</tr>
<tr>
<td>9–12 days</td>
<td>75%</td>
</tr>
<tr>
<td>13–18 days</td>
<td>50%</td>
</tr>
<tr>
<td>19–24 days</td>
<td>25%</td>
</tr>
<tr>
<td>25 days over</td>
<td>0%</td>
</tr>
</tbody>
</table>

If a student stops attending class without officially withdrawing or dropping, the student will be charged for the entire tuition and fees associated with that class.
Financial Aid and Scholarships

University Policy on Financial Aid

The goal of the Office of Financial Aid at NHU is to deliver student aid efficiently and to ensure availability of aid for students who, without such assistance, would be unable to pursue their educational goals.

Eligibility for financial aid is based on financial need. Financial need is the difference between the cost of attending NHU and the Expected Family Contribution (EFC), the amount the student and student’s family are expected to contribute toward the student’s education for the current academic year.

All students are encouraged to apply for every available form of aid.

Applying for Financial Aid

Applying for federal financial assistance is a two-part process consisting of (1) application and notification of eligibility and (2) acceptance of the aid offer and completion of the Master Promissory Note and Entrance Counseling. This process takes approximately two to four weeks from the initial application through the receipt of funds. Students are strongly encouraged to begin the application process at least eight weeks prior to the beginning of the semester to ensure that the pertinent deadlines are met.

To apply for financial aid, the student must:

- Obtain a U.S. Department of Education personal identification number (PIN) at www.pin.ed.gov. This serves as the student’s electronic signature when completing the online Free Application for Federal Student Aid or FAFSA. Federal Student Aid (FSA) will send an email with the student’s PIN information and steps for using the PIN.
- Go to www.fafsa.gov to learn about the process and complete the application on-line. NHU’s school code is 016968.
- NHU strongly suggests that all students who are eligible and who filed a federal tax return use the IRS Data Retrieval tool when filling out their FAFSA on the Web. This process may expedite the verification and awarding process.
- Students who need to apply using a paper application should contact the Department of Education at 1-800-433-3243.

A new FAFSA with supporting documents must be filed for every academic year that a student wishes to receive financial aid. The following criteria apply to all federal student aid programs. A student must:

- Be a U.S. citizen or eligible non-citizen.
- Have a high school diploma or GED.
- Enroll in an eligible program as a degree-seeking student or enroll in an eligible certificate program.
- Be registered for the selective service, if required to do so.
- Not be in default on a federal student loan, owe an overpayment on any federal grant, or have borrowed in excess of the loan limits under the Title IV programs at any institution.
- Maintain good academic standing in the program and make satisfactory progress toward the degree.
Note: During a period of enrollment for which the student is receiving federal student aid, conviction for any offense under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any federal student aid.

Financial Aid Deadlines

The Office of Financial Aid processes awards on a rolling basis. NHU recommends that students have a complete Financial Aid Application at least four weeks prior to the start of a semester, but students must have a complete Financial Aid Application 30 days prior to the end of the semester in order for funds to be processed for that semester. A complete Financial Aid Application includes all documents required for the awarding and disbursing of funds. Students must also maintain all federal aid eligibility requirements for the entire semester.

New students: Award notifications will be made to students with completed financial aid files. However, NHU cannot process a student’s financial aid until the Office of Admissions receives all official transcripts.

The Office of Financial Aid will continue to accept applications, offer awards, and process disbursements in the last 30 days of the semester, but NHU cannot be held responsible if funds are not able to disburse for the semester. Delays can occur that are outside of the control of NHU. For example, a student may not be able to obtain required third-party documentation, such as selective service letters or federal tax returns.

Verification Policy

In accordance with U.S. Department of Education regulations, NHU is required to verify the accuracy of financial aid application information for selected students. NHU strongly suggests that all students who are eligible and who filed a federal tax return use the IRS Data Retrieval tool when filling out their FAFSA on the Web. This process may expedite the verification and awarding process. Students who do not use the IRS Data Retrieval Tool or who change the data imported from the IRS may be selected for verification by the U.S. Department of Education. Students may randomly be selected for verification or may be selected on the basis of predetermined criteria. NHU may also select applications for verification. Students selected for verification may be required to submit additional information.

Financial aid awards cannot be determined until verification is complete. Failure to complete the verification process by the end of the period of enrollment will result in a student’s inability to utilize federal financial assistance for that award year. Students intentionally misreporting information and/or altering documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds will be reported to the U.S. Department of Education Office of the Inspector General or to local law enforcement officials.

Enrollment Policy

Undergraduate Students

Financial aid is offered based on the assumption that undergraduate students will be enrolled for at least 12 units per semester for the entire period of the award. When students enroll for fewer units in a semester, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Audited courses do not count toward enrollment for financial aid eligibility.
Graduate Students

Financial aid is offered for most programs based on the assumption that students will be enrolled in at least six units per semester for the entire period of the award. When students enroll for fewer units in a semester, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Audited courses do not count toward enrollment for financial aid eligibility.

Types of Enrollment Status for Financial Aid

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Undergraduate Students and Teacher Credential and Certificate Translation and Interpretation (TNI)</th>
<th>Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>12 or more units per semester</td>
<td>6 units per semester</td>
</tr>
<tr>
<td>Three-quarter time</td>
<td>9–11 units per semester</td>
<td>n/a</td>
</tr>
<tr>
<td>Half time</td>
<td>6–8 units per semester</td>
<td>3–5 units per semester</td>
</tr>
<tr>
<td>Less than half time</td>
<td>1–5 units per semester</td>
<td>1–2 units per semester</td>
</tr>
</tbody>
</table>

Adjustments to Financial Aid

Federal financial aid is awarded based on an estimate of the student’s eligibility. The Office of Financial Aid may have to cancel or reduce financial aid before or after disbursement based on new information that becomes available. Examples of changes that would require adjustments to aid include the following:

- Student does not begin attendance in any courses.
- Pell Grant recipient does not begin attendance in all courses of the semester.
- Student withdraws from all courses in the semester (officially or unofficially).
- Receipt of other resources is not reported at the time of awarding or disbursement.
- Student becomes federally ineligible based on the receipt of updated information from the U.S. Department of Education.
- Student does not meet course participation requirements.

In some instances, a federal Return of Title IV (R2T4) calculation may be required.

Financial Aid Disbursement Process and Requests for Excess Funds

Most financial aid is disbursed in two equal payments over the award period. Students in good standing may have any excess balance in their account returned to them to pay for indirect education expenses. Any time financial aid proceeds credited to a student’s account exceed direct charges, the Office of the Bursar will automatically forward the credit balance directly to the student no later than 14 calendar days after the credit balance occurs.

Students are responsible for payment of tuition and fees incurred after a full credit balance refund has been released (e.g., added courses and fees). Credit balance refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to NHU as a result of a required credit balance refund is the responsibility of the student.
Generally, financial aid begins disbursing on the 10th day of start of the student’s enrollment, and refunds are released by the 26th day of the semester (14 days after funds have disbursed to the student’s account). Students must participate in their coursework to establish eligibility and remain eligible for federal aid. Failure to participate in academically related activity will result in loss of eligibility for all or part of the semester. If two sequential courses make up the semester and the student does not register for the first half of the semester, federal aid cannot disburse until the 10th day of the second half of the semester. Disbursements may be delayed if the student is subject to academic progress review for a prior semester. If a Pell Grant award results in a credit balance, the student may request a book advance online: [http://www.nhu.edu/pdf/Bursar_Forms/Book_Loan_Request_Form.pdf](http://www.nhu.edu/pdf/Bursar_Forms/Book_Loan_Request_Form.pdf).

**Over-Award of Federal Aid**

The receipt of additional estimated financial assistance and/or a reduction in the cost of attendance that was not accounted for at the time of initial awarding may cause an over-award of federal funds. (The term "over-award" refers to any estimated aid that exceeds a student's financial need and/or cost of attendance.) Estimated financial assistance includes, but is not limited to, tuition reductions, tuition waivers, scholarships, third-party payments, and/or other resources. In such instances, the Office of Financial Aid will correct the over-award by adjusting the federal financial aid. Federal aid may be adjusted by reducing or reallocating funds prior to disbursement or by returning funds to federal programs if disbursement has already occurred. Highest cost loans will be reduced before any reduction is made to scholarship or grant awards.

**Overlapping Financial Aid when Attending Another School**

Federal aid received at another institution can impact the amount of federal aid that a student may receive at NHU. According to federal regulations, NHU participates in the federal transfer monitoring process, and the U.S. Department of Education may take up to 90 days into the start of the first semester to notify NHU that a student has had federal aid awarded by another institution that overlaps with enrollment dates at NHU. The Office of Financial Aid may not be able to make an initial award offer or may have to cancel aid that has already been awarded if it receives information that the student has applied for and/or received federal aid at another institution for an overlapping period. For example, an overlapping period occurs if the loan period at the prior institution ends even one day after the student starts at NHU, and the university must deduct aid received at the other institution from the student’s annual NHU eligibility.

The Office of Financial Aid may ask the student to have the prior institution complete an *Overlapping Financial Aid form* to confirm the last date of attendance and disbursed loan amounts at the prior institution. To prevent duplication of living allowance between schools, NHU must remove the living allowance from the student’s cost of attendance during periods of overlap. Students must make alternative arrangements for payment if they become ineligible for federal aid based on aid received at another institution.

**Study Abroad or at Another Institution**

Enrollment in certain programs at another school or study abroad approved for credit by NHU may be considered enrollment at the university for the purpose of applying for assistance under the Federal Title IV financial aid programs.
A consortium agreement between schools whereby the home school disburses federal aid for courses taken at a host school is required before the student can access federal Title IV aid. The host school agrees not to disburse federal aid and to monitor the student’s enrollment for the home school. Consortium agreements may be made between NHU (home school) and a host school if the student has been approved by NHU to take coursework at the host institution that will fully transfer toward the NHU degree program.

NHU degree-seeking students must submit a copy of the NHU Permission to Take a Course at Another Institution form, which is signed by NHU’s Office of Admissions, and a Consortium Agreement form, which is signed by the host school’s financial aid office and provided to NHU’s Office of Financial Aid.

Students must also meet all other federal eligibility requirements. If the student is approved for a consortium agreement at NHU, the university will disburse federal aid to the NHU student account, and the Office of the Bursar will issue the refund to the student. The student is responsible for meeting payment deadlines set by the host school. NHU does not pay the host school on behalf of the student and does not alter the financial aid disbursement schedule to meet deadlines set by the host school.

**Borrower-Based Award Year for Online Programs**

NHU uses a Borrower-Based Award Year (BBAY) to allow aid to be individualized for each student borrower enrolled in online programs. A BBAY award may begin any time within the scheduled academic year and generally follows with the student borrower’s attendance and progress. The academic terms included in the BBAY award are those in which the student is enrolled on at least a half-time basis.

**Financial Aid Programs**

**Federal Pell Grant**

Federal Pell Grants are generally awarded to undergraduate students who have not yet earned a bachelor’s degree. All recipients are limited to a lifetime eligibility of six years of full-time Pell Grants. The U.S. Department of Education determines eligibility using a standard needs-based formula established by Congress. The Pell Grant maximum is $5,730 for the 2014-2015 award year. The amount students receive depends on their expected family contribution, cost of attendance, whether they are enrolled full time or part time, and whether they are attending for a full academic year or less. Students may not receive Pell Grant funds from more than one school at a time.

**Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a campus-based program that awards grants to undergraduate and teacher credential students to help pay for the costs of postsecondary education. To qualify, students must submit a completed FAFSA and demonstrate exceptional financial need. Award amounts are to be determined by the Office of Financial Aid according to NHU’s packaging policy and available funds. FSEOG is a gift aid award and does not have to be repaid.

**Federal Work Study**

Federal Work Study (FWS) is a campus-based program that provides job opportunities, both on and off campus, to federal-aid eligible students to help meet the costs of postsecondary education. Students qualify by submitting a complete FAFSA and by being hired by a FWS employer. Award amount is based on need and determined according to NHU’s packaging policy and available funds. FWS is a self-help aid and does not need to be repaid.
Federal Direct Loans are available to both graduate and undergraduate students. Undergraduates may be eligible for one or the other, or a combination of both loan types. Graduate students, as of July 1, 2012, are eligible only for unsubsidized loans. Students must be enrolled at least half time to receive a Direct Loan. Federal Direct Loans borrowed at a prior institution may impact a student’s loan eligibility at NHU. Loan amounts are determined by need and the student’s year in school. Repayment may be deferred until six months after the student either graduates or drops below half-time (six units per semester) enrollment.

- **Federal Direct Subsidized Loans** are available to undergraduate students with financial need. The federal government pays the interest on this loan while the student is enrolled at least half time in school.

- **Federal Direct Unsubsidized Loans** are available to undergraduate and graduate students. These loans require that the student pay the interest while enrolled, unless the student arranges to postpone the interest payment by checking the appropriate box indicated on the promissory note. Students should be careful when choosing this option: It means that the interest will be capitalized (the accrued interest will be added to the principal amount), and that will increase the amount of the debt.

Both the subsidized and unsubsidized loans have 1% fees deducted from each disbursement. Students typically have a six-month repayment grace period after graduating, leaving school, or dropping below half-time status, after which payments must be made. Payments are usually due on a monthly basis.

Creditworthiness is not a requirement to obtain subsidized or unsubsidized loans. Under this program, students may borrow up to their maximum loan limit every award year (i.e., 12 months for semester-based programs). Loan funds can be used to cover direct education costs such as tuition and fees, room and board, as well as indirect costs such as travel to and from school, books, and other education-related expenses.

**Federal Direct Graduate PLUS Loans**

Federal Graduate PLUS loans are available to **graduate students** enrolled at least half time who do not have an adverse credit history. Students may borrow up to the cost of attendance minus any other aid. The total education cost may include tuition, living allowance, books and supplies, and transportation. The interest rate is 7.9%. Students can defer payments while in school, and there is no prepayment penalty. Interest accrues during in-school periods and may be paid or added to the principal at repayment.

**Federal Direct Parent Loans for Undergraduate Students**

Federal Parent Loans for Undergraduate Students (PLUS) are available to all parents and legal guardians of dependent undergraduate students, regardless of income. Qualification is based solely on good credit. There are no debt-to-income ratio guidelines or employment verification requirements. Parents may borrow up to the total education cost for the year, minus any other financial aid that the student is receiving. The total education cost may include tuition and fees, room and board, books and supplies, transportation, and living allowance. The interest rate is 7.9%. Repayment normally begins within 60 calendar days after the loan has been fully disbursed. In certain circumstances, parents may elect to repay the loan on a graduated repayment schedule, making interest-only payments (with the amount based on the term of the loan, at least $50 per month) for a portion of the repayment term.
Entrance Counseling

First-time borrowers are required to complete Direct Loan Entrance Counseling prior to receiving the first disbursement of a Direct Loan. Counseling is completed online at Subsidized and Unsubsidized (Stafford) Loan Entrance Counseling and will help students understand their rights and obligations as a student loan borrower.

Exit Counseling

To help students manage their student loans after graduation, federal regulations also require that students complete exit loan counseling, which is available online at Direct Loan Exit Counseling. Counseling should be completed:

- Before graduation
- Before transferring to another institution
- Before withdrawal and leaves of absence
- If enrollment falls below half time

Undergraduate Students: Direct Loan Maximums

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student†</th>
<th>Independent Undergraduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1*( 0–29 units)</td>
<td>$5,500—Only $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—Only $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Year 2* (30–59 units)</td>
<td>$6,500—Only $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—Only $4,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Years 3–4* (60 units to program completion)</td>
<td>$7,500—Only $5,500 of this amount may be in subsidized loans.</td>
<td>$12,500—Only $5,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Lifetime Maximum Total Debt from Stafford and Direct Loans</td>
<td>$31,000—Only $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500—Only $23,000 of this amount may be subsidized loans.</td>
</tr>
</tbody>
</table>

† Dependent students whose parents have been denied a federal Parent Loan for Undergraduate Students are eligible to borrow at the independent undergraduate level.

*Students in some certificate programs are not eligible or, if in undergraduate certificate programs, may only be eligible for reduced amounts due to required prorating.

Graduate Students: Direct Loan Maximums

<table>
<thead>
<tr>
<th>Per Academic Year</th>
<th>$20,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifetime Maximum Total Debt from Direct Loans</td>
<td>$138,500—Only $65,500 of this amount may be subsidized loans.</td>
</tr>
</tbody>
</table>

Note: The graduate debt limit includes Stafford Loans and Direct Loans received for undergraduate study.

Annual Loan Limits vs. Lifetime Aggregate Loan Limits

Annual Loan Limits: NHU defines its annual award year as fall and spring semesters. Students cannot exceed the annual Direct Loan maximums in the award year. Loans from a prior institution can impact the student’s eligibility at NHU. Students may be asked to provide additional information about prior loans in order to process new loans at NHU.

Lifetime Aggregate Loan Limits: The federal government limits the aggregate amount of Federal Direct Loans that students may borrow in their lifetime as follows:
- **Graduate students:** $138,500 combined (only $65,500 may be subsidized; includes amounts borrowed as an undergraduate)
- **Dependent undergraduate students:** $31,000 combined (only $23,000 may be subsidized)
- **Independent undergraduate students:** $57,500 combined (only $23,000 may be subsidized)
- **Parent PLUS Loans and Graduate PLUS Loans do not have a lifetime maximum.**

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual’s federal loan debt is available via the National Student Loan Data System at [www.nslds.ed.gov/nslds_SA/](http://www.nslds.ed.gov/nslds_SA/).

### Exceeding Annual or Aggregate Loan Limits

The Department of Education may indicate that a student has inadvertently borrowed in excess of the Federal Direct Loan limits. For example, it is possible that a student was inadvertently allowed to borrow federal undergraduate loans in excess of undergraduate limits at a prior institution, while not exceeding the graduate loan limits. Before NHU can award a graduate-level Direct Loan, the student must reaffirm the debt by either consolidating the prior loans that exceed the limits or obtaining a reaffirmation letter from the holder of the loan(s).

Another example would be if a student was inadvertently allowed to exceed graduate loan limits at a prior institution. Before NHU can award Federal Graduate PLUS Loans, the student must reaffirm the debt by either consolidating the prior loans that exceed the limits or obtaining a reaffirmation letter from the holder of the loan(s).

### Loan Deferments

Under certain circumstances, an enrolled borrower is entitled to have loan repayment deferred. During deferment, the borrower is not required to pay the principal, and interest on subsidized loans does not accrue. After the in-school deferment, the borrower is entitled to one grace period of six consecutive months.

Students who have a valid Social Security number on file at NHU will have their enrollment at NHU reported and updated monthly with the National Student Clearinghouse (NSC). The NSC communicates electronically with the federal and non-federal loan servicers to ensure that students who remain enrolled maintain the in-school deferments for which they are eligible.

**NHU’s Policy:** Students who seek to defer repayment of their prior student loans and do not want to rely on the electronic exchange with the NSC must fill out forms to have their enrollment status verified. Students must get the forms from their lender(s) and send them directly to NHU’s Office of the Registrar, Attn: Loan Deferment, 14271 Story Road; fax: 1-408-254-1256. At the top of the form, students must include their enrollment start date and the semester for which they are requesting an in-school deferment.

**Note:** Any deferment paperwork sent to the Office of the Registrar for enrollment verification is forwarded to the NSC on a weekly basis.

### Federal Student Loan Repayment Plans

Federal Direct and Stafford Loans offer six major repayment plan options. Some of the options carry a lower monthly payment than standard repayment, but choosing these extends the term of the loan and increases the total amount of interest paid during the life of the loan. Learn about the various options and your ability to move between plans by visiting [http://studentaid.ed.gov/repay-loans](http://studentaid.ed.gov/repay-loans).
Repayment Estimator is a tool that William D. Ford Federal Direct Loan (Direct Loan) and Federal Family Education Loan (FFEL) program borrowers can use to obtain preliminary repayment plan eligibility information and estimated repayment amounts. This easy-to-use tool offers borrowers the opportunity to obtain preliminary repayment information across all of the repayment plans. Its advantage over repayment plan-specific calculators is that it provides side-by-side results for all plans and information about the total cost of a loan over time. The new Repayment Estimator is available for borrower use on the [www.studentloans.gov](http://www.studentloans.gov) website

- **Standard Repayment.** On standard repayment a borrower pays a fixed monthly amount for a loan term of up to 10 years, with a $50 minimum monthly payment.

- **Extended Repayment.** Extended repayment is like standard repayment, but allows a loan term of 12 to 30 years, depending on the amount borrowed. Stretching out the payments over a longer term reduces the size of the monthly payment, but increases the total amount repaid during the life of the loan.

- **Graduated Repayment.** Graduated repayment starts off with lower monthly payments, which gradually increase every two years. The loan term is 12–30 years, depending on the amount borrowed. The monthly payment must be at least $25 and will amount to at least the interest accruing.

- **Income-Based Repayment.** This is a new plan started in 2009 for all federal loan borrowers. Income-based repayment extends the term for up to 25 years and bases the monthly repayment amount on the borrower’s income, resets annually, and caps the monthly payments at a lower percentage of income than income-contingent repayment. If income is low enough, the interest that accrues is waived for a fixed period of time. At the end of 25 years, any remaining balance on the loan will be cancelled, and the amount cancelled is taxable.

- **Income-Contingent Repayment.** This applies only to Direct Loans. Monthly payments are based on the borrower's income and total amount of debt. Payments are adjusted each year as the borrower's income changes. The loan term is up to 25 years. At the end of 25 years, the remaining balance on the loan will be cancelled, and the amount cancelled is taxable. A $5 minimum monthly payment is required.

- **Income-Sensitive Repayment.** With an income-sensitive plan, the borrower’s monthly loan payment is based on annual income. As income increases or decreases, so do the payments. The maximum repayment period is 10 years. Borrowers should ask their lender for more information on FFEL Program Income-Sensitive Repayment Plans. Direct Loans are not eligible for this repayment plan.

- **Pay As You Earn.** Borrowers with eligible student loans may qualify for this program, that includes a repayment based on income, interest payment benefits, limitation on capitalization of interest and loan forgiveness, if the borrower qualifies. Borrowers should speak with their loan servicer for more information on this program.

Department of Education Student Loan Ombudsman

NHU’s Office of Financial Aid is always ready to assist with any questions or concerns regarding loans. If loan issues cannot be resolved, the Department of Education’s Office of the Ombudsman for student loan issues is available. An ombudsman resolves disputes from a neutral, independent viewpoint. The Federal Student Aid Ombudsman will informally research a borrower problem and suggest solutions. Student borrowers can contact the Office of the Ombudsman via the following:

- Online assistance: [www.ombudsman.ed.gov](http://www.ombudsman.ed.gov)
- Toll-free telephone: 1-877-557-2575
- Fax: 1-202-275-0549
Private Education Loans

Comparing Private and Federal Loans

Private education loans may have significant disadvantages when compared with federal education loans. NHU strongly encourages students to first borrow any federal loans for which they are eligible. The chart below delineates the differences between federal and private loan funds.

Comparison Chart of Federal and Private Education Loans

<table>
<thead>
<tr>
<th></th>
<th>Federal Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Check Required?</td>
<td>Direct Loan: No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: Yes (limited)</td>
<td></td>
</tr>
<tr>
<td>Credit Score or Debt-to-Income Considered?</td>
<td>Direct Loan: No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: No</td>
<td></td>
</tr>
<tr>
<td>Co-Signer Required?</td>
<td>Direct Loan: No</td>
<td>Usually yes</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: Usually no</td>
<td></td>
</tr>
<tr>
<td>Deferment Options</td>
<td>Several options</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Grace Period</td>
<td>Direct Loan: 6 months</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Interest Rate</td>
<td>Fixed</td>
<td>Usually variable</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>Direct Loan: up to 1%</td>
<td>Depends on lender</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: up to 4%</td>
<td></td>
</tr>
<tr>
<td>Flexible Repayment Options</td>
<td>Many options available</td>
<td>Generally none</td>
</tr>
<tr>
<td>Loan Forgiveness Options</td>
<td>Several options available</td>
<td>Generally none</td>
</tr>
<tr>
<td>Penalties for Early Repayment</td>
<td>None</td>
<td>Depends on lender</td>
</tr>
</tbody>
</table>

Choosing a Private Loan

When choosing a private education loan, students should compare the terms offered by several lenders to choose the best fit for their situation. A resource for finding active private education loan programs is [http://www.finaid.org/loans/privateloan.phtml](http://www.finaid.org/loans/privateloan.phtml). When choosing a lender, students should make sure that NHU is eligible for their loan programs.

The following are several points that students should research when considering a private loan:

- What is the interest rate; is it fixed or variable; is the rate capped?
- What fees must be paid for this loan and when are they paid?
- How will I receive my loan funds?
- When does repayment begin and is there a grace period?
- What will my monthly payment be?
- What will be the total cost if I use the full repayment period?
- Are there penalties for early repayment?
- Are there deferment, forbearance, or cancellation options?
Most private loan programs require NHU to certify a student’s eligibility before approving the loan. Students who receive financial aid must notify NHU of any private loans because this may affect financial aid eligibility.

**Truth in Lending Act**

Under the Federal Truth in Lending Act (TILA), the lender must provide the borrower with the following documents:

- **Self-Certification Form**: Student must complete this form and return it to the lender before receiving the first disbursement of loan funds.

- **Final Disclosure and Right-to-Cancel Period**: After the student signs the promissory note, the Final Disclosure Statement confirms the terms and conditions of the loan. The "right-to-cancel" period begins when the final disclosure is delivered to the student. During this period of three to six days, the loan may be cancelled by contacting the lender. The lender cannot release the first disbursement of loan funds until the end of the right-to-cancel period.

**Veteran’s Benefits**

NHU has been approved for the training of veterans and eligible persons under the Title 38 U.S. Code. Students who are eligible to receive Veteran’s Educational Benefits should contact the Office of Financial Aid regarding their funding.

**Satisfactory Academic Progress**

NHU’s satisfactory academic progress requirements to receive Title IV student financial aid comply with U.S. Department of Education regulations. These standards are intended to establish minimum, reasonable levels of advancement toward degree completion and to guard against abuse of federal financial aid programs. Satisfactory progress requirements for receipt of federal financial aid are separate and distinct from the university’s academic progress requirements for academic continuance.

Academic progress for all students is reviewed after each period of enrollment. Students receive written notification to their NHU e-mail account if they are placed on financial aid warning. When a student receives this warning, he/she has one period of enrollment to return to the requirements listed below. Students who do not meet the requirements may appeal for a period of financial aid probation. If the appeal is not granted, the student becomes ineligible for federal financial aid.

It is the student’s responsibility to know the Satisfactory Academic Progress requirements for receipt of federal financial aid.

**Minimum Academic Progress Standards for Federal Financial Aid**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Minimum Unit Completion Rate</th>
<th>Minimum Cumulative GPA</th>
<th>Maximum Time Frame to Receive Federal Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree and Certificate in Translation and Interpretation</td>
<td>70%</td>
<td>2.0</td>
<td>192 attempted units</td>
</tr>
<tr>
<td>Graduate programs and Teacher Credential</td>
<td>70%</td>
<td>3.0</td>
<td>15 semesters</td>
</tr>
</tbody>
</table>

**Treatment of Courses and Units for Satisfactory Academic Progress for Financial Aid Eligibility**

- **Course Repetitions**: Only the most recent grade is counted in the cumulative GPA, but the units from all attempts must be counted in the course completion rate and maximum time frame.
- **Drops:** Courses dropped before the end of the “add/drop” period are not included in the Financial Aid Satisfactory Progress calculations.

- **Incompletes:** Incomplete grades count as units attempted and not completed, but do not impact GPA.

- **Periods with No Financial Aid:** Financial aid progress requirements include all periods of enrollment including periods in which the student did not receive federal aid.

- **Second Program:** The maximum timeframe will be reset for students who complete one program or degree at NHU and begin a subsequent program or degree.

- **Transfer Units:** All units accepted toward the NHU degree or programs are considered as both attempted and completed when calculating the minimum course completion rate and maximum timeframe.

- **Withdrawals:** Courses dropped after the add/drop period are considered to be attempted but not completed.

**Policy and Definitions**

- **Appeal:** Occasionally, a student’s academic progress may be impacted by unusual circumstances that are beyond the student’s control. Students may appeal for an extension of financial aid if they can document that unexpected, unusual, and temporary circumstances affected their ability to progress at the required rate. See the *Right to Appeal for Extension of Financial Aid* section below for details.

- **Maximum Timeframe:** Federal financial aid eligibility expires without warning when the student reaches the maximum timeframe or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum timeframe.

  - The maximum timeframe will be reset for students completing a second or further degree at NHU.
  
  - The maximum timeframe for students who change programs without earning an NHU degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
  
  - The maximum timeframe excludes semesters of non-enrollment and semesters in which all courses are dropped before the start of the semester or during the drop period.
  
  - Financial aid eligibility for an academic program ceases as soon as all academic requirements for graduation have been met, regardless of maximum timeframe standing.

- **Minimum Course Completion Rate:** A percentage calculated by dividing cumulative successfully completed units by total units attempted. For example, a student who has successfully completed 27 units at NHU out of a total of 40 attempted units has a course completion rate of 67%. This rate includes units transferred into NHU.

- **Minimum GPA, Cumulative:** GPA for all coursework pertaining to the current program of study.

- **Minimum GPA, Period of Enrollment:** GPA for all courses attempted during the most recent period of enrollment.

- **Period of Enrollment:** One semester.
- **Status - Financial Aid Warning:** This status is assigned to a student who failed to make satisfactory academic progress during the most recent period of enrollment during which the student was in attendance. The student has one period of enrollment to return to standard during which the student is eligible for financial aid.

- **Status - Financial Aid Probation:** This status is assigned to a student who failed to make satisfactory academic progress during a period of enrollment, failed to return to standards during one semester of Financial Aid Warning, completed a successful appeal for mitigating circumstances, and has eligibility for financial aid reinstated. Financial Aid Probation will be for one period of enrollment or will be accompanied by an:
  - **Academic Plan:** To bring the student back to standard by a specified date. The option for extended probation with an Academic Plan is only available if it is not reasonable to expect the student to return to standard during the next period of enrollment. An Academic Plan may be a course-by-course plan for degree completion, a specification for number of units and/or grade requirements for particular periods of enrollment, and/or requirements for the student to get academic support or to use other academic resources. A student must comply with an Academic Plan to retain eligibility for financial aid.

- **Status - Financial Aid Ineligibility:** This status is assigned to a student who failed to return to the required standards during the period of Financial Aid Warning. Students who do not complete a successful appeal, who do not return to standards during a single semester of Financial Aid Probation, or who do not comply with an Academic Plan for an extended period of Financial Aid Probation will lose all federal financial aid eligibility. A student in Financial Aid Ineligibility status is not eligible for federal financial aid until he or she meets the requirements. Simply sitting out a semester, paying cash, or changing academic programs will not return a student to satisfactory academic progress standards.

**Right to Appeal for Extension of Financial Aid**

Occasionally, a student’s academic progress may be impacted by unusual circumstances that are beyond the student’s control. Students may appeal for an extension of financial aid after a period of Financial Aid Warning if they can document that unexpected, unusual, and temporary circumstances affected their ability to progress at the required rate. Examples of such mitigating circumstances are a death in the immediate family, illness, or other significant life change.

- Students may appeal to the Office of Financial Aid no later than 15 calendar days following the end of the Financial Aid Warning period of enrollment.
- Students who wish to appeal must complete the Financial Aid Academic Progress Appeal form and provide supporting documentation to the Office of Financial Aid for review.
- Failure to provide supporting documentation will result in an automatic denial.
- If the appeal is accepted, the student must meet the requirements outlined in the written approval of the appeal.
- A preexisting condition (a condition or illness that a student had before beginning any NHU program) is not cause for appeal unless there was an unexpected change in that condition.
- Students may not use the same circumstances in a subsequent appeal, although a student may submit an appeal for a future period of difficulty for different mitigating circumstances.
- Decisions by the Office of Financial Aid are final.
**Loss of Federal Financial Aid Eligibility**

Students who become ineligible to receive financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program but *must arrange for alternative payment with the Office of the Bursar* by the appropriate tuition due date. Students may still be eligible for private educational loans if federal aid eligibility is lost.

**Leave of Absence**

A student who takes an approved leave of absence is considered, for financial aid purposes, to have withdrawn from the school. A leave of absence is approved if the following criteria are met:

- The student has made a written request for the leave of absence.
- The leave of absence does not exceed 180 calendar days.
- The student has had only one leave of absence in a 12-month period.

The federal Return of Title IV refund (R2T4) calculation applies to leaves of absence and withdrawals for recipients of Title IV aid.

These leave of absence requirements also affect students’ in-school status for the purposes of deferring payment of Federal Direct Loans. Students on an approved leave of absence are considered to be enrolled less than half time and are not eligible for an in-school deferment for their Federal Direct Loans. Students who take an unapproved leave of absence or fail to return to the school at the end of an approved leave of absence are no longer enrolled at the school and are not eligible for an in-school deferment of their loans.

**Withdrawal from a Semester**

Students who withdraw from, drop, or do not otherwise complete all of the courses they are scheduled to attend in the term may have disbursed funds returned to the federal government. This includes students who stop engaging in academically related activities in any or all courses during the term.

Federal regulations established by the U.S. Department of Education require the Office of Financial Aid to apply a formula, entitled Return to Title IV (R2T4), to determine the percentage of federal financial aid a student has earned up through the last date of academically related activity in any or all courses during the term.

The following enrollment changes may trigger R2T4:

- Withdrawal to zero credits (official withdrawal through the university policy)
- Official Leave of Absence during the term
- Lack of engagement in academically related activities for at least 14 consecutive days in the term
- For consecutive enrollment within a term, withdrawal from an earlier course with no confirmation of return in a later course
- For consecutive enrollment within a term, dropping, not attending, or withdrawing from a later course, even after the completion of an earlier course
- For consecutive enrollment within a term, failure to earn a passing grade in the last course in the term, even after passing an earlier course
- Failure to earn a passing grade in all courses attempted in the term
The last date of academically related activity, as determined by the university, is used as the financial aid withdrawal date to determine the completion percentage for R2T4. Students who complete more than 60% of the term are considered to have earned 100% of the federal financial aid disbursed to them for the term. Students who do not complete more than 60% of the term will have all or a portion of disbursed funds returned to the federal government.

Students who withdraw from a course in the first part of a term and remain registered for a course in the second part of a term will be asked to confirm that they plan to return. Federal rules do not allow NHU to rely on a student’s previous registration if he or she withdraws from the first course. If the student indicates that he or she will return, and he or she does not return, a R2T4 funds calculation will be processed using the earlier withdrawal date.

The withdrawal date for federal financial aid purposes is not the same as the withdrawal date processed by the registrar to determine tuition adjustments. Federal student aid may not cover all charges due to the university that result from the return of funds upon the student’s withdrawal.

Prior to withdrawing or making any enrollment changes, students should contact the Office of Financial Aid to determine how the change will impact their financial aid.

Examples of R2T4 Calculations

Example 1

Sam Silent is an undergraduate degree student in Business. His semester begins on January 3 and ends on April 24. On February 14 (42 days into the semester), he drops his classes.

Sam’s cost of attendance is as follows:

- Tuition ....................................................................................................................................... $3,948
- Fees .............................................................................................................................................. $150
   Total ........................................................................................................................................... $4,098

Sam’s financial aid package consists of:

- Direct Subsidized Loan .............................................................................................................. $1,750
- Direct Unsubsidized Loan .......................................................................................................... $3,000
   *Total ......................................................................................................................................... $4,750

**Amount refunded to Sam: $652**

As Sam has completed only 42 days of his semester, he earned 50% of the $4,750. According to the federally mandated calculation, 50% of the unearned portion of his aid ($2,375) must be returned.

NHU is required to return the following:

- Direct Subsidized Loan ................................................................................................................. $875
- Direct Unsubsidized Loan .......................................................................................................... $1,500
   Total Sam owes to NHU ............................................................................................................. $2,375

Sam is not eligible to receive a tuition refund because he dropped his classes after the refund period. A collections hold is placed on Sam’s account at the time the funds are returned to the government, which prevents Sam from registering for any additional classes or receiving transcripts until he repays NHU what he owes.

*Financial aid package is based on independent undergraduate student.*
Example 2
Dan Smith is a graduate student in the M.A.Ed. program. His semester begins on January 3 and ends May 8. On March 12 (68 days into the semester), Dan accepts a full-time job and drops his classes.

Dan’s cost of attendance is as follows:

- Tuition ........................................................................................................................................ $3,213
- Fees ............................................................................................................................................... $150

Total ........................................................................................................................................... $3,363

His financial aid package consists of:

- Direct Unsubsidized Loan........................................................................................................... $4,250

Total ........................................................................................................................................... $4,250

Based on Dan’s attendance (61% of the term), he has "earned" all of his financial aid for the term and will not have to return any funds.

Refunds
In accordance with federal regulations, refunds to financial aid recipients are first applied to repayment of aid disbursed as follows:

1. Federal Direct Unsubsidized Loans
2. Federal Direct Subsidized Loans
3. Federal PLUS Loans
4. Federal Pell Grant Program
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. State Student Financial Assistance
7. Institutional Financial Assistance
8. Student

Right to Information
Students have the right to a full explanation of NHU financial aid programs, policies, and procedures. Complete information is contained in the NHU Financial Aid Policies and Procedures Manual and the Financial Aid Student Handbook. Other regulations not contained in these manuals are available in the Office of Financial Aid.

Confidentiality and Access to Financial Aid Files
All records and conversations between an aid applicant, his/her family, and the staff of the Office of Financial Aid are strictly confidential and are entitled to protection given to a counseling relationship. No information concerning a student’s financial aid record may be released to anyone outside the Office of Financial Aid without written consent from the student and/or parent(s), except as circumstances/requirements may dictate (e.g., reports of and to federal financial aid programs, agencies, and reports to department chairs and other administration staff who would normally have access to privileged information).
Special Conditions - Professional Judgment

A student can submit a request for a review of special circumstances that have arisen, which the student feels could trigger a change in their financial aid eligibility. Certain documents MUST be provided to support the specific special condition selected by the student and/or your parent. NHU starts with an evaluation of the accuracy of the information that is submitted on the student’s Free Application for Federal Student Aid (FAFSA). NHU will evaluate the supporting documents along with the FAFSA to determine the eligibility for any adjustments.

The United States Department of Education provides in the Higher Education Amendments of 1998 a reaffirmation of the use of professional judgment in determining eligibility for federal financial aid. This provision allows for consideration of expected yearly income, instead of prior year income to calculate a student’s eligibility. The student’s situation MUST meet one of the criteria used by NHU as a special condition. This means that a student who meets a special condition in the award year may have his/her eligibility calculated using expected income from the current calendar year.

Students must submit the following documentation for a review of special conditions:

- IRS Tax Return Transcript for student and spouse (if applicable). If the student filed separate from his/her spouse, he/she must provide both IRS Tax Return Transcripts. Per federal regulations, schools are no longer allowed to accept personal 1040 tax returns.
- Independent/Dependent Verification Worksheet

Reporting a special condition does not guarantee that an adjustment will be made. The Federal Government has strict guidelines that the university must follow in these situations. The Office of Financial Aid may deem that the condition does not fit the spirit of the federal regulations governing financial aid programs. ALL DECISIONS MADE BY THE OFFICE OF FINANCIAL AID WILL BE FINAL.

Special Conditions Application submissions may be made for the following reasons:

- Loss of Income, Change in Marital Status, and Extraordinary Medical Expenses: The Office of Financial Aid will review a Special Condition Application on a chronological basis. That is, applications are reviewed in the order of the date of submission. If the application is approved, the student will receive an email reflecting the approval. If the application is denied, the student will be notified as such by email. Lack of notice means the application has not been reviewed as of yet.

  **Situations that do NOT qualify as a Special Condition**

Examples would include, but are not limited to:

- A student/spouse who decides to quit his/her job.
- A student/spouse who decides to reduce his/her work hours to attend school.
- Consideration of expenses that are being paid on a regular basis (household bills/credit cards, car payments, mortgage payments).

**Dependency Overrides**

Dependency overrides are performed on a case-by-case basis. A student can submit a letter to the Office of Financial Aid and must document extenuating circumstances. Request for a dependency override does not guarantee an approval will be made. The Federal Government has strict guidelines that the university must follow in these situations. The Office of Financial Aid may deem that the dependency override does not fit the spirit of the federal regulations governing financial aid programs. ALL DECISIONS MADE BY THE OFFICE OF FINANCIAL AID WILL BE FINAL.
Registration and Enrollment

Policies and Procedures
Students are urged to read the following general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all described regulations.

Although every effort has been made to ensure the accuracy of the catalog, students are advised that the information contained herein is subject to change. They should, therefore, consult the appropriate department chair for current information.

Student Registration

- Registration is the means by which a person officially becomes a student at NHU.
- Registration for continuing students takes place on an ongoing basis during the semester.
- Registration for new students takes place following testing, advising activities, and orientation.

Undergraduate Student Classification

The total number of units completed determines the class standing of a student:

- Freshman ................................................................. 0–29 units
- Sophomore ............................................................... 30–59 units
- Junior ................................................................. 60–89 units
- Senior ............................................................... 90+ units

Academic Standing

A student in good academic standing is one who is making satisfactory academic progress as defined in this catalog and who has met all the financial obligations of the university.

Full-Time Student

A full-time student is defined as working toward an academic program and enrolled for 12–15 units per semester for undergraduate students, nine units for credential students, and six units for graduate students.

Part-Time Student

A part-time student is defined as working toward an academic program and enrolled in 11 units or fewer per semester for undergraduate students, eight units or fewer for credential students, and five units or fewer per semester for graduate students.

Official Registration

Students may register for classes once they are officially admitted to NHU. Registration is the means by which a candidate officially becomes a student. Students must register per semester for the entire semester or part of term. Registered students are further identified by NHU department, degree status, classification, and major. Registration for continuing students takes place during the preceding semester and for new students following placement testing (if applicable), assessment, advising activities, and orientation.
Students are registered in courses by consulting with their academic advisor, program advisor, or by self-registering. Students should seek academic advisement from their academic advisor or program advisor before registering for any course.

**Schedule of Classes**

The Schedule of Classes ([http://www.nhu.edu/catalog/schedule.htm](http://www.nhu.edu/catalog/schedule.htm)) contains information about courses offered at NHU, including course descriptions, course codes, times and dates of class meetings, and class locations. The Schedule of Classes is available to students prior to the start of each semester and can be accessed on the NHU student portal. Although reasonable efforts are made to expedite students’ completion of academic programs, NHU does not obligate itself to offer courses every semester to enable students to complete their program within a minimum specified time limit.

**Units of Credit**

An academic semester unit of credit is a quantification of student academic learning. One semester unit of credit represents 15-classroom contact hours, 30 contact hours of laboratory, and 45 contact hours of practicum in a semester.

**Unit Hour Limitation**

The average unit course load per semester for a full-time student is 12–15 units in the undergraduate program. Any unit load over 18 is considered an excessive unit load. Students carrying more than 18 units in a semester must have the authorization of the academic advisor and department chair. The usual requirement is a 3.0 GPA in the semester immediately preceding the presentation of the petition.

**Course Cancellation and Changes**

NHU reserves the right to make changes in its schedules or policies without prior notice. NHU does its best to ensure the accuracy of the information in the Schedule of Classes; however, certain statements may need correction or change. In the event of a course cancellation, staff will make every effort to place students in another appropriate course. Classroom location changes will be posted outside the original classroom.

**Registration for Individual Directed Studies**

Individual Directed Study courses are offered under special conditions when educational needs cannot be met by available class offerings and when the course is needed to complete a specific requirement for graduation within the upcoming or following semester. An Individual Directed Study is permissible only with qualified faculty. Individual Directed Study request forms must be completed by the student and approved by the program chair or director before any instruction and assigned work begins. Students should not be allowed to begin work on Individual Directed Study until the student is registered in the course.

Students who fulfill the following requirements can request an Individual Directed Study:

- GPA of 2.0 or above
- Have not exhausted the maximum number of 12 units of Individual Directed Study at NHU
- Course is not offered during the semester or in the following semester for which student is enrolling, and the course is needed to complete a specific requirement for graduation within 2 semesters
- Course is an upper-division course; no lower division courses can be taken as a directed study
Repeating Courses

Students may repeat courses in which they have received a grade of “C-” or lower. Both the initial grade and the subsequent repeat grade will show on the academic record; however, only the higher grade will count in computing GPA. Thus, the course with the lower grade will carry the course note of “E” (Exclude). Preparatory classes may be repeated regardless of a student earning a grade of “CR” or “NC.” The maximum number of attempts for repeating courses is one time; however, a student may file a petition for a second attempt with the department chair.

Auditing Courses

When auditing a course, a student enrolls for instruction only and does not receive credit or a grade for the class. Regular class attendance is expected. Permission to audit a course is granted by the instructor and is on a space-available basis. Students eligible to enroll on a credit basis have priority over auditors in enrolling in courses. An auditor pays the same fees as students enrolled for credit.

Courses Taken at Other Institutions

Students working toward a degree at NHU who want to take a course at another college or university should consult with the department chair or program director prior to enrolling to ensure acceptance of the units into the program. Courses taken in programs at other colleges and universities are not counted in the student’s cumulative GPA.

Students enrolled at another institution or on official leave from NHU will not be allowed to count credit obtained at another institution toward their degree without the prior approval of their department chair and Office of Admissions.

Registration for Online Courses

NHU offers students the flexibility of participating in available online programs. Students enrolled in online courses must successfully complete the online SRO course during their first term.

Student registration is governed by NHU and determined by a student’s program of study. Students may seek the approval of the program chair to waive the requirements for enrollment in an online course through the student petition process. All petitions must be in writing and include any and all material pertinent to the petition. The program chair will review the petition and communicate the decision to the student and Academic Advising.

Online Course Add Policy

Students may add an online course up until the third calendar day from the online course start date by self-registering through myNHU student portal. On rare occasions, students may add an online course after the third calendar day up until the eighth calendar day by meeting all of the following conditions. The student must:

- Seek advisement from an academic advisor.
- Have a cumulative GPA of 3.0 or above.
- Meet prerequisites for the requested online course.
- Send an email to the program chair (with a cc to the professor and academic advisor) requesting to add the online course. The email must include the following information:
  - First and last name
  - University identification number
  - Program of study
- Course code
- Official title of course

The professor has the final decision on whether the student will be allowed into the online course, but he or she will report the decision to the program chair and academic advisor. The program chair will send an email to the student (with a cc to the professor, academic advisor, and registrar) within 24 hours from the date of the student’s original request. The professor will determine and communicate to the student the appropriate make-up assignments and schedule and retain a copy of the documentation.

**Online Course Drop Policy**

Students may drop an online course up until the eighth calendar day from the online course start date without incurring a “W” and tuition penalty. This may be done through the myNHU student portal.

Courses dropped on or after the eighth calendar day after 9 p.m. Pacific time are recorded as “W” (Withdrawal) on the student’s permanent academic record. A “W” does not affect the student’s GPA, but does affect his/her Satisfactory Academic Progress (SAP), which is related to academic progress and can have an effect upon eligibility for student financial aid.

**Last day to drop an online course with a “W”:**

- 6-week classes 32nd calendar day
- 8-week classes 43rd calendar day
- 12-week classes 66th calendar day
- 16-week classes 88th calendar day

**Online Course Tuition Refund Policy**

<table>
<thead>
<tr>
<th>No. of Calendar Days</th>
<th>% Refunded to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 0–8</td>
<td>100%</td>
</tr>
<tr>
<td>Day 9–12</td>
<td>75%</td>
</tr>
<tr>
<td>Day 13–18</td>
<td>50%</td>
</tr>
<tr>
<td>Day 19–24</td>
<td>25%</td>
</tr>
<tr>
<td>More than 25 days</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Enrollment**

**Enrollment Verification**

Enrollment verification is processed through the Office of the Registrar. Students who need enrollment verification from NHU must be registered and in good academic standing. Students should allow a minimum of two days for processing the request.

**Enrollment Census Date**

NHU’s course enrollment census date is the ninth calendar day from the term start in alignment with its course add/drop policies.

**Changes in Enrollment**

**Adding or Dropping On-Ground Courses**

It is the students’ responsibility to observe the prescribed deadlines associated with adding or dropping a course. Students who drop all courses are obligated to follow the procedures for withdrawal from NHU, as indicated in this catalog.
Students may add a course to their schedule up until the eighth calendar day from the term start date. Students may drop a course from their schedule up until the eighth calendar day from the term start date without a Withdrawal (“W”). The last days to drop with a “W” are as follows:

- 6-week classes... 32nd calendar day
- 8-week classes... 43rd calendar day
- 12-week classes... 66th calendar day
- 16-week classes... 88th calendar day

**University Withdrawal**

Students planning to withdraw from NHU are requested to make an appointment with their academic advisor and department chair prior to initiating withdrawal procedures. A student who wishes to withdraw must secure a Withdrawal form from the Office of the Registrar or their academic advisor and obtain the required signatures. The withdrawal becomes official only when the completed form is returned to the Office of the Registrar. On receipt of the signed Withdrawal form from the student, the Office of the Registrar will determine the last day of class attendance based on the instructor’s attendance records and that date will be recorded on the Withdrawal form as the authorized withdrawal date.

**Unofficial Withdrawal**

Students who simply absent themselves from class or tell the instructor that they are withdrawing from the university without filing the required Withdrawal form may have an Unofficial Withdrawal (“UW”) posted to their record.

**Leave of Absence**

A student who takes an approved leave of absence is considered, for financial aid purposes, to have withdrawn from the school. A leave of absence is approved if the following criteria are met:

- The student has made a written request for the leave of absence.
- The leave of absence does not exceed 180 calendar days.
- The student has had only one leave of absence in a 12-month period.

The federal Return to Title IV (R2T4) calculation applies to leaves of absence and withdrawals for recipients of Title IV aid.

These leave of absence requirements also affect students’ in-school status for the purposes of deferring payment of Federal Direct Loans. Students on an approved leave of absence are considered to be enrolled less than half time and are not eligible for an in-school deferment for their Federal Direct Loans. Students who take an unapproved leave of absence or fail to return to the school at the end of an approved leave of absence are no longer enrolled at the school and are not eligible for an in-school deferment of their loans.

**Inactive Students**

Students are considered inactive when they:

- Fail to return to campus after one year and have not filed an approved leave of absence
- Fail to satisfy the requirements to eliminate their academic probation and are disqualified
Veterans

NHU is approved to train veterans and other eligible persons under Title 38, United States Code. NHU follows Veteran’s Administration (VA) regulations and related military regulations in administering student financial and academic affairs for veteran and military students. Eligible veterans and dependents as defined by the VA can be accepted for education. Eligible veterans and dependents may file an enrollment application either with NHU or the VA. Veterans are subject to the same rules and regulations that govern other students. Absences and tardiness will be reported to the VA in accordance with current VA directives.

The tuition and refund policies of the school were detailed earlier in this publication. Rules governing VA benefits/veterans and Title IV funding from the Department of Education may not be the same. Students should see their VA Officer for more details.

NHU maintains a written record of previous education and training of the veteran or eligible person, grants appropriate credit for equivalent coursework, clearly indicates the credit granted for transfer credits on the student record, shortens the training period proportionately, and notifies the student. A veteran or eligible person who, at the end of two consecutive terms, is on probation or has failed to earn a GPA of 2.0 or higher for undergraduate programs, or 3.0 or higher for graduate programs, will have his/her VA educational benefits terminated. Current VA directives prohibit the payment of benefits for any period of training designated as “make-up time.”

A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the college if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to the Office of the Registrar and Office of Financial Aid.

Attendance

Class attendance and participation are important factors in determining the final grade and credit for any class, laboratory, or internship. The individual instructor determines the degree to which class participation and attendance are part of the work required for a course. The instructor should factor attendance into the final grade and inform students of the specific policies and procedures. How the attendance is factored into the grade is to be spelled out on the syllabus and discussed with the students.

The Office of the Registrar and the Office of the Bursar require instructors to keep accurate attendance records for each student. Instructors are also required to keep accurate records of student class work, required readings, assignments, periodic tests, final examinations, and other activities used to evaluate student learning. Instructors who use attendance as part of their grading system are required to maintain the attendance records for one calendar year in the event of a grade appeal.

NHU Policy for Online Course Participation

In accordance with U.S. Department of Education guidelines regarding online course participation, NHU requires that all students submit their required Week 1 assignments for each course during the first seven calendar days of class. All assignments must be submitted in the Blackboard online learning platform. The first calendar day of class is the official start date of the course as posted on the student’s myNHU academic page.

- Assignments and Plática or Discussion postings submitted prior to the official course start date will not count toward participation.
- Financial aid cannot be released without class participation in the course as defined above.
- Students who have successfully completed at least one class with NHU will ONLY be dropped from any class in which they are not academically engaged by the end of the seventh day.
Students taking their first class with NHU who do not complete their assignments by the end of the seventh day will be administratively withdrawn from the university.

**Online Academic Engagement at NHU**

<table>
<thead>
<tr>
<th>What qualifies as academic engagement or participation?</th>
<th>What does NOT qualify as academic engagement or participation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Any of the following activities <strong>completed Day 1 or later</strong> in a given academic term:</td>
<td>▪ Logging in during the preview period (the four days prior to a given term start when a student has access to the classroom)</td>
</tr>
<tr>
<td>- A written contribution to a Discussion Board thread (initial posting or response to another student’s posting) inside of the classroom</td>
<td>▪ ONLY logging in to course</td>
</tr>
<tr>
<td>- Submission of an assignment to the drop-box</td>
<td>▪ Submission of an assignment and Plática or Discussion posts that are completed during the preview period</td>
</tr>
<tr>
<td>- Completion of a quiz or test within the classroom</td>
<td>▪ Participating in Student Lounge (even during the academic term)</td>
</tr>
<tr>
<td>- Contribution to another academically focused classroom area such as the Journal or Webliography</td>
<td>▪ Submission of assignments or questions to faculty via email</td>
</tr>
<tr>
<td>- A non-zero grade assigned by a faculty member in the Gradebook</td>
<td>▪ Sending a Blackboard Instant Message</td>
</tr>
</tbody>
</table>

Students who have any questions about their assignments or who are unable to complete them should contact their faculty member.

**NHU Policy for Ongoing Attendance and Engagement in Online Courses**

NHU online courses are not independent study courses—they involve a mixture of independent work outside the online course room and presence within the course room. All work must be completed within schedules published in the course syllabus. Students are expected to engage in courses in an active and timely fashion. Logging into the online course alone does not demonstrate adequate engagement. Authentic student engagement includes activities such as doing assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments), and participating substantively in online discussion. Time spent reading, studying, and preparing written assignments is as important to learning as participation in the discussion areas and submission of written assignments. However, student attendance can be documented only with presence in the online course.

Students are expected to take full responsibility for their academic engagement and progress. Students who fail to demonstrate an adequate level of participation in their course(s) may receive a lower or failing grade.

Students who do not demonstrate an adequate level of participation in their courses as indicated by course requirements, fail to notify NHU that they are no longer attending, or fail to pass at least one course in a term may be administratively withdrawn from NHU. This may result in the requirement for the return of previously awarded federal financial aid. If NHU is required to return federal student aid funds, the student will be required to pay any outstanding balance owed the university.
NHU Policy for Student Engagement via Participation in Online Discussion

Substantive student dialogue is an essential part of the learning process. Therefore, NHU courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus and discussion prompts. Although the requirement may vary from week to week within a course depending on the instructional objectives and outcomes to be achieved, the university in general maintains that student discussion is enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week.

Failure to post according to the expected guidelines regarding timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in a grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses to meet learning goals.

NHU Policy for Online Course Attendance

Students are required to attend and participate in their online course(s). Participation in an online course is defined as the submission of a gradable assignment and/or discussion post about academic matters. NHU requires that all students submit their required Week 1 assignments in each online course during the first seven calendar days from the course start date. Once students begin participating in class, they are considered active and are responsible for adhering to all university policies and for paying all applicable tuition and fees.

NHU will administratively withdraw students who cease to attend and/or participate during the first seven calendar days from the online course start date and who fail to notify the university that they are withdrawing. In the case of an administrative withdrawal, NHU will determine whether a return of federal funds is necessary, in compliance with federal regulations relating to Student Assistance General Provision [34 CFR 668.22].
Grading and Academic Standards

Credit Hour Policy
The National Hispanic University takes the federal credit hour definition as the starting point for the institutional definition of the credit hour. The federal definition is contained in Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010, DCL ID: GEN-11-06 (2011). [http://ifap.ed.gov/dpcletters/GEN1106.html](http://ifap.ed.gov/dpcletters/GEN1106.html). The federal credit hour definition is:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of Policies Related to Credit Hour student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

NHU offers programs on campus and online; the institutional credit-hour policy takes these differences of course delivery into account.

Grading System

Grade Point Average (GPA)
GPA is calculated by dividing the total grade points earned (credits per course times the grade points per grade) by the total completed course credits (excluding those classes with grades Credit/No Credit, Pass, Withdrawal, Incomplete, Satisfactory Progress, or Unsatisfactory Progress). See the chart below to determine grade points for each letter grade. For example, a “C” in a 3-unit course earns 6 grade points (3 credits x 2 grade points). An “A” in a 2-unit course earns 8 grade points (2 credits x 4 grade points), and a “C-“ in a 3-unit course earns 5.25 grade points (3 credits x 1.75 grade points). Divide the grade points total by the number of credits to derive the GPA. All courses attempted apply toward the student’s GPA, including any courses taken as part of a NHU’s consortium agreement with Laureate Network Schools.

Students who receive an “F” must retake the course if the course is a requirement for graduation. Transfer credits accepted by NHU, as part of a degree program, will not be considered in computing the GPA requirement.

Official grades are available at the end of each semester to students who have met all financial obligations to the university. In accordance with privacy laws, grades cannot be given over the telephone.

Grade Point Value
The quality of a student’s work is measured by a system of letter grades and computed grade points.
The meaning of each grade and its grade point value is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Definition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.35</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.35</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.35</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.75</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>0</td>
<td>Credit</td>
<td>Taking a preparatory course offered on a credit/no credit basis is an alternative non-penalty grading plan offered to students in lieu of the traditional letter grade. The equivalent of “C-” or above will be recorded as “CR” with units earned. Earning the equivalent of “D” or below is recorded as “NC” with no units earned.</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
<td>No Credit</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>Pass</td>
<td>The equivalent of “C-” or above for college courses will be recorded as a “P” with units earned. The equivalent of a “D” or below for college courses will be recorded as an “F” with no units earned.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td></td>
<td>Satisfactory Progress</td>
<td>Issued to a student who is making satisfactory academic progress in the process of completing degree requirements.</td>
</tr>
<tr>
<td>UP</td>
<td></td>
<td>Unsatisfactory Progress</td>
<td>Issued to a student who is not making satisfactory academic progress in the process of completing degree requirements.</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Authorized Withdrawal</td>
<td>Issued to a student who officially withdraws from a class and carries no academic penalty affecting the student’s GPA.</td>
</tr>
<tr>
<td>UW</td>
<td>0</td>
<td>Unauthorized Withdrawal</td>
<td>Issued to a student who unofficially withdraws from a class and carries no academic penalty affecting the student’s GPA.</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete—Non evaluative Grade</td>
<td>Issued to a student who has failed to complete all course requirements and has received prior instructor approval for an extension. Incomplete grades must be removed within 60 calendar days from the last official day of term in which the course was taken or the grade becomes an “F.”</td>
</tr>
</tbody>
</table>

On-the-Ground Instruction: An academic semester unit of credit is a quantification of student engagement in academic learning. One semester unit represents the time a typical student is expected to devote to learning in one week of study in a course. One unit is earned for three hours of academic engagement per week (for example, one hour of lecture and two hours of study, or three hours of laboratory, for each of 15 weeks in a semester). One semester unit of credit represents 45 hours in learning activities distributed in 3 hours per week for 15 weeks. This is equivalent to 15 classroom contact hours, 30 contact hours of laboratory, and 45 contact hours of practicum in a semester. A contact hour is equivalent to 50 minutes.

Online Instruction: In recognition of the asynchronous nature of online learning, no distinction is made between classroom or faculty instruction and out-of-class student work. Time estimates for assigning credit hours are defined as the total time spent by students in fulfillment of course requirements, which may occur inside or outside the online course platform.
Total time is interpreted as one (1) 50-minute hour per week in class (equivalent to the abbreviated hour spent in traditional face-to-face course attendance) and two (2) 60-minute hours (equivalent to course preparation activities) for a total of 170 minutes per week per credit.

For purposes of calculating the total time equivalent to credits, a standard semester is defined as 15 weeks. A standardized semester credit is equal to 42.5 expected hours of work for the entire semester (170 minutes x 15 weeks).

For an eight-week, semester-based online course, this equates to 5.3 hours per week per credit, or 15.9 hours per week for a three-credit course. This time requirement represents an approximate average for undergraduate work and minimum expectations for graduate work. The specific activities that comprise total time spent will vary for each course. For example, some courses will utilize discussion boards to a greater extent while some courses will assign more research papers.

The number and kind of activities estimated to fulfill time requirements will vary by degree level, student learning style, student familiarity with delivery method, and student familiarity with the curricular content. This includes any required laboratory work, coursework required to complete required capstone courses, and research thesis completion, where applicable.

Assignment of credits should adhere to each of the following principles:

- Faculty judgment, through guidance of curricula development and faculty governance, is the primary basis for assignment of credit value.
- Credits assigned should reflect the tasks necessary to achieve the learning objectives.
- Total time expected for the credits earned should approximate the total time as described above.
- Credits awarded should have internal consistency across the institution.
- Assignment of credits should fall within a range of higher education practices found across institutions with similar degree and discipline offerings.
- Assignment of credit values to field experiences, internships, and practica is normally driven by discipline-specific standards including those of relevant specialized accreditations.
- Credits awarded in terms of hours may be earned in semesters or quarters that are longer or shorter than the standard 15-week semester and 10-week quarter. In these cases, activities are distributed proportionately to those activities during a standard semester or quarter.

These principles are meant to guide faculty and course developers in making reasonable assignments of credit values and not to preclude the institution from requiring higher levels of work than might otherwise be prescribed by the credit values.

**NHU Policy for Revision of Work in Online Courses**

The instructor may request that revised work be resubmitted. For example, the instructor may request resubmission if the student omitted significant sources or the revision of substandard writing is necessary. The instructor will determine the due date for submission of revised work. The final assignment grade will be the average of the original grade and the grade awarded to the resubmission, unless otherwise defined by the instructor or if a revision process is part of a larger assignment to be submitted in parts. Because of the intensive pace of these courses, students will not be able to resubmit work to correct surface errors or to gain a few additional points.
NHU Policy for Submitting Late Assignments in Online Courses

Timeliness and good time management are critical skills for success in both school and life. Students who encounter an unanticipated and uncontrollable life event that prevents them from meeting an assignment deadline must contact the instructor immediately to request an extension. Approving requests for extensions will be at the instructor’s discretion. Chronic late submission of work will adversely affect grades.

Examples of unanticipated and uncontrollable life events are: 1) a personal or familial health crisis, 2) severe weather or natural disaster that disrupts communications, or 3) call to military duty. Students may be required to provide documentation demonstrating these events.

The following events do not warrant special consideration: 1) poor time management, 2) other work/personal commitments, 3) vacations, 4) not reading or following the course assignments and course syllabus, or 5) failure to obtain the appropriate books or computer equipment.

Along with the above policy, these guidelines are in effect:

- Late Plática or Discussion postings in online courses are undesirable and will be accepted only at the professor’s discretion.
- Late assignments (e.g., content reviews, application assignments, critical assignments) are undesirable and will be accepted only at the professor’s discretion.

For the specific grading policies and standards of each course, students should review the course syllabus and any course assignment rubrics included in the course materials.

Grade of Incomplete

In exceptional circumstances, a student may request a grade of Incomplete (“I”) from an instructor where there is a legitimate reason beyond the student’s control and the student is unable to fulfill all course requirements. Legitimate reasons include a certified physical or emotional illness, death of an immediate family member, severe injury, or other significant life change that precludes the student from completing the course. The inability to complete all course requirements is not grounds for a grade of “I.” The student must submit the request for an “I” to the instructor in writing prior to the last official day of class. The request must include the reason for the request and a plan for completing remaining written assignments, examinations, or projects within 60 calendar days after the end of the term/semester in which the course was taken. If the instructor approves, he/she will enter a grade of “I” on the final grade roster and attach the student’s written request to the Report of Incomplete form.

A student can qualify for a grade of Incomplete (“I”) if the following requirements are met:

- All work is completed through 75% of the term/semester;
- Work through that time period is at least “C” level for undergraduate courses, at least “B” level for graduate courses; and
- For online students, Discussion/Plática assignments cannot be completed after the posted deadline and, consequently, will receive a zero for any missing Discussion/Plática assignments. Online students can complete all remaining written application assignments, examinations, or projects as stipulated in their completion plan.

A student has 60 calendar days after the last official day of the term/semester in which the course was taken to complete course requirements. If the requirements for clearing a grade of “I” are not met in the allotted time, the grade will convert to a grade of “F” (or “NC” for pre-baccalaureate courses) as the permanent grade without further notification.
Change of Grade

Once grades are submitted to the Office of the Registrar, they will not be changed unless there has been an evident discrepancy and only after the student's department chair has received the faculty member’s request giving the reason for the change. The change will become effective only after the department chair has approved the Change of Grade form and it is filed with the Office of the Registrar. Complaints by students on matters of grading policy should follow the Complaint procedures outlined in the Catalog.

No final grades, other than an “I”, may be changed by the faculty based on work completed after the close of the semester.

Note: Grades appearing on a student’s academic record may not be changed after one calendar year from the end of the semester in which the grade was issued. Final grades appearing on a student’s academic transcript cannot be changed after the graduation date.

Academic Probation Policies

Academic probation constitutes a serious warning that the student’s academic record is unsatisfactory and that failure to improve the record will lead to dismissal. The following categories of students will be placed on probation:

- Any undergraduate student who fails to achieve a “C” (2.0) average for a semester or whose cumulative GPA falls below a “C” (2.0).
- Any teaching credential/graduate student who fails to achieve a “B” (3.0) average for a semester or whose cumulative GPA falls below a “B” (3.0).
- Any upper-division student whose cumulative GPA in the chosen major falls below a “C” (2.0).
- Any student who fails to successfully complete at least 70% of the units attempted during a semester.

Global Education Network Exchange Courses

Courses taken at another institution as part of the Global Education Network Exchange (GENEX) are subject to the same academic progress standards as described above. GENEX term start and end dates may not align with the terms of the student’s home institution, so academic progress will be monitored in the term in which the final grade is available for the GENEX course. GENEX course grades are calculated into the student’s home institution term and cumulative GPA.

A student on probation is not allowed to take more than 12 units of credit per semester. Until the student reaches satisfactory academic progress, the academic advisor may impose additional requirements and limitations with regard to a student’s participation in NHU-recognized extracurricular activities.

The Office of the Registrar monitors probation. Students are given the opportunity to raise their GPA within two semesters after being placed on probation. Every effort is made to counsel students during the probationary period. A student may be academically disqualified, however, if, after counseling and academic support services, he or she still fails to raise the cumulative GPA to a minimum of 2.0 for undergraduate students and 3.0 for credential/graduate students at the end of the probationary period.
Academic Disqualification

Academic disqualification constitutes termination of a student’s relationship with NHU for unsatisfactory academic performance. A disqualified student may not register in any NHU course and is denied all privileges of student status. Teacher education students who receive a notice of disqualification may petition the disqualification to the department chair.

The following categories of students are subject to disqualification:

- Any student whose cumulative GPA falls below 1.25 at the quarter point of the maximum program length or 1.5 at the midpoint of the maximum program length.
- Any undergraduate student who, after being placed on probation, fails to achieve a “C” (2.0) average for the work undertaken during the probationary semester or who fails to achieve a cumulative GPA of “C” (2.0) within two semesters after being placed on probation.
- Any teaching credential student who, after being placed on probation, fails to achieve a “B” (3.0) average for the work undertaken during the probationary semester or who fails to achieve a cumulative GPA of “B” (3.0) within two semesters after being placed on probation.
- Any upper-division student who fails to achieve a “C” (2.0) average in his or her major during the probationary semester or who fails to achieve a cumulative GPA of “C” (2.0) in his or her major within two semesters after being placed on probation.
- Any student who fails to complete the degree program in the maximum time allowed for completion of the program or who fails to make satisfactory academic progress.
- Any student who, after being placed on probation, fails to successfully complete at least 70% of the units attempted during a semester.

President’s List

In the fall and spring semesters, students who successfully complete 12 units, earn a minimum term GPA of 3.5, and are in good academic standing are placed on the President’s List. To be in good academic standing, a student must have a minimum cumulative GPA of 2.0 for undergraduate programs and a minimum cumulative GPA of 3.0 for credential and graduate programs.

Graduating with Honors

Students who have maintained a GPA of not less than 3.5 will graduate with cum laude honors. Those who have maintained a GPA not less than 3.7 will graduate with magna cum laude honors. Those who have maintained a GPA not less than 3.8 will graduate with summa cum laude honors. In determining whether students will qualify for honors at graduation, the Office of the Registrar does not count units, grades, or grade points earned in non-credit courses.

Maximum Time Limit for Program Completion

The maximum time for the completion of a degree or certificate program is the period of time in which the student attempts 1.5 times the standard program length for normally progressing students of the same enrollment status (full or part time). The full-time bachelor’s degree student must complete the entire four-year academic program in no more than six years; master’s students must complete all program requirements within five years of matriculation. For the part-time student, the maximum time for the completion of a degree or certificate program is double that of a full-time student.
A student’s academic performance is evaluated several times during his or her enrollment to determine satisfactory progress. The review is performed by the Office of the Registrar in conjunction with the Office of Financial Aid and appropriate department chairs.

Students who fail to meet the minimum academic achievement and successful course completion standards at the 25% point are placed on academic probation. Students who fail to meet the minimum academic achievement or successful course completion standards at the 50% point are not eligible for financial aid and may be placed on probation, unless they are placed in an extended enrollment status.

The following table indicates the criteria for achieving satisfactory academic progress based on the allowable number of units attempted. For specific majors, see the Office of the Registrar.

<table>
<thead>
<tr>
<th>Required % Evaluation Point</th>
<th>Allowable No. of Units Attempted</th>
<th>Minimum Units Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>56</td>
<td>27</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>112</td>
<td>75</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>96</td>
<td>64</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>142</td>
<td>128</td>
</tr>
<tr>
<td>Credential Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>Certificate (CLAD/BCLAD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Translation and Interpretation Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% of maximum</td>
<td>25% of maximum</td>
<td>25% of maximum</td>
</tr>
<tr>
<td>50% of maximum</td>
<td>50% of maximum</td>
<td>50% of maximum</td>
</tr>
<tr>
<td>100% of maximum</td>
<td>100% of maximum</td>
<td>100% of maximum</td>
</tr>
</tbody>
</table>
Graduation

Requirements

It is the student’s responsibility to comply with all university regulations and to satisfy all degree requirements for graduation. Students are strongly encouraged to consult with the department chair or academic advisor for proper advisement. A break in continuous attendance will subject students to the graduation requirements in effect at the time of re-enrollment.

Continuous Attendance at NHU means attendance in at least one semester each calendar year. Absence due to an approved educational leave or for attendance at another institution of higher learning shall not be considered an interruption in attendance as long as the absence does not exceed one year.

All undergraduate students who enter NHU are required to pass ENG 300: Advanced Writing Skills with a “C” or better in order to graduate with a Bachelor of Arts or Bachelor of Science degree. ENG 300 cannot be transferred in or taken at another institution.

Commencement/Graduation

Students must submit a Petition to Graduate form to the Office of the Registrar for permission to participate in commencement ceremonies. The petition forms are available from the Office of the Registrar. Students permitted to participate in the commencement ceremonies will receive their degrees upon actual degree fulfillment and will be listed in the commencement booklet (graduation list). The commencement ceremony is held in May.

Diplomas

Students must submit a Conferral of Degree form to the Office of the Registrar within the students’ final term. The diploma will list the degree and major, if applicable. The official transcript also will list the major and concentration, if applicable. Graduation dates posted on the transcript and on the diploma coincide with the last day of the term in which graduation requirements were met.

Any course waiver or course substitution approved by a student’s department chair/program director will be considered as an alteration of the graduation requirements for that student only and does not constitute a general change in NHU or department graduation requirements.

Diplomas will only be released to students who have paid the required graduation fee and have otherwise been cleared by NHU.

Student Academic Appeals

At times, situations or incidents may arise that affect students’ academic success and progress toward their degree. Students are advised to attempt to address any issues with their academic advisor or department chair/program director first. Students who feel that these channels do not offer satisfactory solutions can appeal to the Appeals Committee. All appeals must be in writing and include any and all material pertinent to the appeal. The committee meets periodically to review and deliberate on academic and non-academic issues. The committee is responsible for reviewing all materials presented by the student. Decisions rendered by this committee are final.
Rules and Regulations

Student Rights
All students are urged to carefully read this section pertaining to an NHU student’s rights, freedoms, and responsibilities. Failure to be familiar with these rights, freedoms, and responsibilities does not excuse a student from the obligation to comply with all the described regulations.

Student Obligations
All students have an obligation to exhibit honesty and to respect NHU’s ethical, academic, and professional standards in carrying out their academic assignments. Without the application of this principle, students may be found to have violated this obligation if they:

- Refer during an academic evaluation to materials or sources or employ devices not authorized by the instructor.
- Provide assistance during an academic evaluation to another person in a manner not authorized by the instructor.
- Receive assistance during an academic evaluation from another person in a manner not authorized by the instructor.
- Possess, buy, sell, obtain, or use a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
- Act as a substitute for another person in any academic evaluation process.
- Use a substitute in any academic evaluation proceeding.
- Practice any form of deceit in an academic evaluation proceeding.
- Depend on the aid of another person, knowing such aid is expressly prohibited by the instructor in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Provide aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Present as their own, for academic evaluation, the ideas or representation of persons without customary and proper acknowledgment of sources.
- Submit the work of another person, in a manner which represents the work to be their own.
- Knowingly permit their work to be submitted by another person without the instructor’s authorization.
- Attempt to influence or change their academic evaluation or record for reasons other than achievement or merit.
- Indulge in conduct in a classroom or examination which is so disruptive as to infringe on the rights of the instructor or fellow students.
- Disrupt class—problems relating to classroom disruption will be handled immediately through the Office of the Provost.
- Fail to cooperate, if called upon, in the investigation or deposition of any allegation of dishonesty pertaining to a fellow student.
Academic Freedom

In the classroom, students are free to take reasoned exception to the data or views offered and to reserve judgment about matters of opinion. While students are protected against prejudiced or capricious academic evaluation, they are also responsible for fulfilling standards of academic performance for each course in which they are enrolled.

Freedom of Association

Students are free to organize and to join associations that have goals that are consistent with NHU’s mission. Such associations provide an opportunity for students to promote their common interests, to learn organizational skills, and to develop maturity through self-management of their own group activity. Student organizations are expected to observe the same standards of conduct as individuals.

Freedom of Expression

In a free society, the right to express oneself freely and the right to have access to divergent views are cornerstones of our social institutions. The time, place, and manner of exercising these rights shall not interfere with NHU functions. This policy in no way constitutes prohibitions on the right to express political views by any individual in the university community. NHU recognizes, supports, and shall not abridge the constitutional rights of faculty, students, or staff to participate, either as individuals or as members of groups, in the political process of supporting candidates for public offices or any other political activity.

Privacy

Notification of FERPA Rights

NHU retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include the following:

- The right to **inspect and review** their education records within 45 calendar days of when the university receives a request for access. Students should submit to the registrar a written request identifying the records they want to inspect. The Office of the Registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The university may charge a fee for copies of records.

- The right to **request the amendment** of their education records that students believe are inaccurate, misleading, or otherwise in violation of student privacy rights under FERPA. Students should write to the registrar, clearly identify the part of their records they want changed, and specify why that change should be made. If the university decides not to amend a record as requested, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide **written consent before the university discloses personally identifiable information** contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A **school official** is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a
person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a *legitimate educational interest* if the official needs to review an education record to fulfill his or her professional responsibilities for the university. Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- **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 office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

**Disclosure of Student and Alumni Information**

The university may disclose public, or directory, information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request suppression of designated directory information. To request suppression of directory information, students and alumni can submit a written request to the Office of the Registrar at any time.

**Public (Directory) Information**

Directory information includes:

- Name, address, and telephone number
- Email address
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended

**Non-Public (Private) Information**

Information other than directory information is not public and may not be released except under certain prescribed conditions. Non-releasable information includes the following:

- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social Security number

**Changes to Personal Information**

The Office of the Registrar is responsible for ensuring the accuracy of student academic records. Students should keep their contact information up to date by changing it on their myNHU student portal or by emailing any changes to the Office of the Registrar.
For name changes or corrections to names or Social Security numbers, students must provide a signed written request by mail or by fax to 1-408-254-1369.

These requests must include an NHU ID number or Social Security number and a copy of legal documentation of the requested change or correction. Legal documentation can be a copy of a driver’s license, Social Security card, marriage certificate, or court order, such as a divorce decree.

Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names.

For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.

**Tuition Recovery Fund**  
*(Section 94342 of the Education Code)*

All officially enrolled NHU students who prepaid tuition will be notified within 30 days of the university’s closure and receive instructions on how to apply for payment. The amount of the payment will include all student loan debt incurred by the student while attending NHU.

**Non-Discrimination Policy**

Complaints by students or employees on matters pertaining to NHU’s non-discrimination policy should be directed to Office of Human Resources. NHU does not discriminate on the basis of age, marital status, religion, citizenship, medical condition, veteran status, sexual orientation, or any other characteristic protected by law in the administration of its educational policies, admissions policies, scholarships, and other school-administered programs.

**Disabled Student Rights**

NHU does not discriminate on the basis of disability in admission to, access to, or treatment of employment in its programs and activities. This is in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans With Disabilities Act (ADA), and the regulations adopted thereunder prohibiting such discrimination.

**Race, Color, or National Origin**

NHU complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted thereunder. No person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program at NHU.

**Gender**

NHU does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder, prohibit discrimination on the basis of gender in education programs and activities operated by NHU. Such programs and activities include admission of students and employment.

Inquiries concerning the application of Title IX to NHU programs and activities may be referred to Office of Human Resources or to the Regional Director of the Office for Civil Rights, U.S. Department of Education, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, California 94102-4102, 1-415-556-4275.
POLICIES ON ALCOHOL AND DRUGS

Drug and Alcohol Free Campus

NHU is a drug-free campus and does not allow the unlawful possession, use, or distribution of illegal drugs and/or alcohol by students on its property or as part of its activities. NHU will sanction students according to local, state, and federal laws; NHU sanctions include student expulsion and referral for prosecution.

Narcotics and Other Controlled Substances Policy

California State law prohibits a number of controlled substances. This list is too long to include herein. Among the substances are cocaine, heroin, hashish, and drugs obtained through forgoing or altering prescriptions for such drugs as Quaalude, Valium, etc. The prohibition also includes the possession, use, manufacture and selling of such substances. It is further unlawful to possess an opium pipe or any device used for injecting or smoking controlled substances. Each NHU student is individually and personally expected to know and comply with the California State Law.

To provide an environment consistent with these laws and compatible with an academic community, NHU has established rules prohibiting possession or use of any of these illegal substances on the campus. It is further against policy to have these drugs at any off-campus NHU-sponsored event.

This policy will be enforced through the normal university disciplinary channels. A single violation of this policy may result in immediate dismissal from NHU. A second violation will result in dismissal.

Policy on Marijuana

California State Law prohibits any person from possession of marijuana. (Possession of less than an ounce is a misdemeanor and over an ounce is a felony.) Each NHU student is individually and personally expected to know and comply with the California State law.

In implementing its policies, NHU is not taking a stand on the relevant effects of marijuana. However, heavy use of this drug can prevent individuals from performing at their highest academic potential; and a person who becomes aware of such a pattern of heavy use should encourage the individual to seek counseling or advise some appropriate person (e.g., friend, advisor, or Provost) of the student’s need for counseling.

This policy will be enforced through the normal NHU disciplinary channels. A single violation of this policy may result in immediate dismissal from NHU. A second violation of this policy will result in dismissal.

To review NHU’s Standards of Conduct with respect to its Drug, Alcohol, Narcotics & Controlled Substances policies, the NHU Alcohol and Drug Abuse Prevention Program, or for a list of counseling, treatment and support group resources please refer to Appendix F.
Complaints and Grievance Procedures

NHU has established procedures for grievances and complaints to provide a means for resolving alleged unfair or improper action by any member of the academic community, including students. The Petition to Initiate a Formal Grievance form is available at the Office of the Provost.

The following procedures reflect NHU’s commitment to resolving grievances fairly and expeditiously. These procedures are intended to promote the voluntary resolution of the difficulties between employees (faculty and staff), students, and the institution. The procedures may also be used to resolve any dispute between faculty, staff, and students, except for matters expressly covered under other procedures. Finally, no person, in any way, shall be penalized for pursuing remedies established by the procedures.

Informal Grievance Procedure

Any NHU student should first pursue a grievance through each appropriate administrative or organizational level up to and including the president of the university.

Aggrieved individuals should make their grievance known to the individual causing the grievance within 14 calendar days of the action/incident, or the last in a series of actions/incidents, of being grieved. The grievant should keep a written record of the date on which he/she initiated discussion of the grievance with the individual causing the grievance and of all subsequent conferences regarding the grievance with individuals in the administrative hierarchy.

Grievances involving sexual or racial harassment may be initiated up to 45 calendar days after the incident or last incident in a series of incidents.

Formal Grievance Procedure

- Who may initiate a formal grievance?
  - Any NHU student who has pursued a grievance through the administrative levels up to the president, concerning academic or non-academic matters.

- What kinds of matters can be brought to a formal grievance?
  - A perceived lack of fair process according to NHU decision-making procedures regarding promotion, salary, hiring, firing, etc.
  - Any behavioral problems regarding religious, racial, or sexual harassment
  - Any alleged violation of public or private property rights
  - Any alleged violation of civil law
  - Prejudiced or capricious decision in the academic evaluation of a student’s performance
  - Any act or threat of intimidation or harassment
  - Any act or threat of physical aggression
  - Any arbitrary action or imposition of sanctions without proper regard to due process as specified in NHU procedures
  - Any violation of student rights

If students feel that they have been subjected to an unjust action or denied their rights by a member of the academic community, they have the right to file a formal grievance.

Grievance action may be initiated by a student against another student, an instructor, a manager, or a member of the classified staff.
- **How is formal grievance initiated?**
  - The grievant shall complete the *Petition to Initiate a Formal Grievance* form and file it with the Office of the Provost within seven calendar days after the date the employee or student is notified of the last administrative action in the case.
  - Similarly, if the Provost is requesting a grievance hearing, she or he must make the request within seven calendar days after the date on which the employee or student is notified of the last administrative action in the case.
  - In cases of sexual or racial harassment, the grievant may file the petition directly with one of the grievance officers and may initiate the formal grievance up to 45 calendar days after the last action/incident.

- **How is the grievance officer to hear the grievance determined?**
  - The grievant shall select the grievance officer from the panel of grievance officers available as indicated by the Provost. A grievance officer may abstain from taking a particular grievance because of conflict of interest. If the grievant does not wish to select the grievance officer, the President will appoint one to hear the case.
  - To select a grievance officer or to request to have one selected by the President, a student can send an email request to: Provost@nhu.edu

- **What is the process?**
  - **Gathering of Documentation:** Within 15 calendar days after the request is received by the provost and not less than 10 calendar days prior to any hearing, the grievance officer furnishes the grievant a statement of the reason for the disputed action and copies of all materials considered by the president (and all other persons who have acted in the case). When the provost requests the grievance hearing, all materials on which the provost bases the request for the hearing shall be furnished to the employee or student within 15 calendar days after the president's request is received by the Office of Provost and at least 10 calendar days prior to any hearing.
  - **Interviews:** The grievance officer will review all available documentation as set out above, and then interview the grievant. In a separate interview, the grievance officer will interview the opposing side. At this point and later, the grievance officer may consult with the other grievance officers on the subject case.
  - **The Hearing:** The grievance officer will then conduct a hearing at which both parties will be present. The grievance officer may decide whether to act as a mediator or arbitrator. More than one hearing may be necessary.
  - **Mediation:** The grievance officer should try mediation first in settling relatively less serious issues.
    - Concerned parties reach a mutually acceptable solution to the case through mediation.
    - The grievance officer then writes a report of the outcome and submits it to the provost.

In more difficult situations, mediation can be used in narrowing the issues and defining clearly the substance of the complaint. The grievance officer acting as the mediator will then write a report of the outcome and make recommendations where necessary to be given to the provost and grievant.

- **Arbitration:** The grievance officer should act as an arbitrator on substantial issues such as promotion, firing, etc. The arbitrator's decision will be presented in the form of *Findings and Recommendations* to the provost and grievant, and, although not binding, can be persuasive, as it expresses the findings of an experienced, neutral individual.
All evidence which the grievant wishes to present should be brought forth during the formal hearing. The evidence may be presented in the form of oral testimony, written statements, or dated and signed documents. Hearsay evidence will generally not be acceptable. The grievant and the persons whose action have caused the grievance have an opportunity to review the evidence presented by both sides as summarized in the grievance officer’s report to the president.

Because the hearing is administrative in nature, an attorney is not allowed to be present for either side. If the grievant has obtained counsel, that person may wait outside the hearing room if necessary.

If the grievant demands legal counsel, the matter will have to be settled outside NHU in a court of law.

Complete hearing minutes should be recorded. A cassette is acceptable if requested by the employee, student, or university. At the expense of the requesting party, a full stenographic record of such proceeding can be arranged. Such minutes/tape shall be treated as confidential unless the employee or student institutes litigation against NHU or unless the employee, student, or president makes any public statement concerning the proceeding or the subject matter thereof, in which case the other party is free to respond using data from the minutes as deemed necessary.

- **Report of the Grievance Officer - Findings and Recommendations**: The grievance officer shall make to the provost and president a written report including his or her recommendation for disposition of the case, with a copy to the grievant, within seven calendar days after the hearing.

- **Grievant’s Response**: The grievant may respond in writing to the report of the grievance officer’s report. Such response should be submitted to the provost and president with a copy to the grievance officer within 10 calendar days after the date of the grievance officer’s report to the president and employee or student.

- **Final Decision**: The president’s decision in the matter shall be final in all respects except when there is a dismissal of a faculty member involved. In this instance, the president shall submit the entire file to the Board of Trustees for final decision, but there shall be no hearing before the board.

- **Selection of Grievance Officers**: A slate of potential grievance officers will be appointed by the president or the provost. The candidates should be acquainted with NHU and its procedures, yet be without a vested interest in the outcome of any specific case. Candidates should have mediation skills or be willing to receive training.

This slate of officers will be sent to the President’s Council for their recommendation and then presented to faculty and students. If there is a strong opposition to any of the candidates, that person’s name will be removed. The President’s Council will make the final selection of grievance officers.

Any given grievance will be handled by only one of these officers, chosen by the grievant; however, they may consult with each other whenever they wish.

- **Review**: The grievance officers will conduct an annual review of the nature of the petitions brought before them and suggest changes or improvements in NHU procedures where needed to help in dispute prevention.

**Policy on Sexual Harassment**

NHU is committed to providing a work environment that is free of discrimination and harassment. This policy applies to employees, students, vendors, and visitors. Such behavior is illegal as well as inappropriate. Actions, words, jokes, or comments of a sexual nature will not be tolerated. Sexual harassment may include:
- Attempting to coerce an unwilling person into a sexual relationship (physical assault or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one’s job, opportunities for advancement, grades, letters of recommendation, etc.)
- Subjecting a person to unwanted sexual attention (inappropriate touching of another’s body, etc.)
- Penalizing a person who refuses sexual advances (denying opportunities for advancement, lowering grades, etc.)
- Creating a sexually intimidating, hostile, or offensive working or educational environment; use of language or gesture to harass sexually (sexual activities, sexist and sexual jokes, staring at another’s body, any retaliatory conduct against an individual who has complained of sexual harassment, etc.)

Particular allegations of sexual harassment will be evaluated in light of accepted standards of mature behavior.

Individuals who believe they have been sexually harassed should file a complaint in writing with their supervisor, the Office of Human Resources, or the president of the university as soon as possible after the incident. Include details of the incident or incidents, names of the individuals involved, and names of any witnesses. Complaints involving students will be referred or designated to the appropriate personnel. NHU will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

This policy expressly prohibits retaliation against any individual who asserts a complaint of sexual harassment in good faith.

**Equal Opportunity and Affirmative Action**

NHU’s policy is to provide all persons with equal employment and educational opportunities regardless of race, color, ethnic group, national origin, religion, sex, sexual orientation, marital status, age, or disability in accordance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, Government Code Sections 1135-1139.5, and Section 504 of the Rehabilitation Act of 1973. NHU grievance procedures will be followed for compliance with this policy.

**Student Discipline Policy**

**Expulsion, Suspension, and Probation of Students**

Students who are involved in conduct that falls within the categories listed below are subject to disciplinary action which may consist of being expelled, suspended, placed on probation, or given a lesser sanction:

- A lack of honesty, such as cheating, fraud, and plagiarism in any academic pursuit
- Improper use of university documents, records or identification: including forgery, alteration or destruction of such documents, and knowingly furnishing false information
- Unauthorized peer-to-peer file sharing, illegal downloading or unauthorized distribution of copyrighted materials using NHU’s information technology system
- Theft of, or damage to, private or NHU property
- Possession or use of explosives, dangerous chemicals, or deadly weapons on NHU property
- Use, possession, or distribution of illegal drugs on NHU property
- Conduct, such as disorderly, indecent, lewd, or obscene behavior that is contrary to NHU decorum
- Misrepresentation of oneself, or of an organization, to be an agent of NHU
- Obstruction or disruption of the campus educational, administrative, or other NHU process or function
- Physical abuse of the person or property of any member of the NHU community
- Unauthorized entry, unauthorized use, or misuse of NHU property

**Disposition of Fees**

A student may be placed on probation, suspended, or expelled for one or more of the activities enumerated above. No fees or tuition paid by or for such student for the semester in which he or she is suspended or expelled shall be refunded. If the student is re-admitted before the close of the semester or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student because of the suspension.

**Disciplinary Procedures and Due Process**

NHU provides due process for students against whom allegations have been made. When disciplinary charges have been filed, the student’s status is not altered nor is the right to be on campus and attend classes. The only circumstances under which a student may be summarily suspended from NHU are when the president or his designee determines that:

- The physical safety or emotional well-being of the accused student is in jeopardy.
- Teaching, research, administration, or disciplinary procedures or other NHU activities are obstructed or disrupted.
- There has been or there is the potential for physical abuse of a person on NHU-owned or controlled property or at an NHU-sponsored or NHU-supervised function or other conduct that threatens or endangers the health or safety of any person.

**NHU Policy for Student Responsibility for Technology and Backup Plan**

Many courses use additional or downloadable software. In a few instances, these software packages are for PCs only. Mac users are responsible to make appropriate arrangements to use PC-required software to achieve the learning objectives in the class, in those few instances when comparable Mac software does not exist.

NHU recognizes that students can use alternate software to achieve the same results for a given task/assignment. Where submissions are to be made in certain formats, however, NHU does require that the submission be made in that requested format, so that it can be reviewed appropriately. For example, NHU understands that applications such as OpenOffice can be used to perform very similar tasks as Microsoft Office (the required software), but all examples provided in the university’s academic environment are standardized in Microsoft Office. When assistance is needed, it would only be given with the use of that required software. The same applies for any submissions/assignments that are to be submitted in that format.

**Important Note:** Students are responsible for a technology backup plan when circumstances dictate its use. Except in very unusual situations, grade changes, late assignments, tuition refund requests, etc., based on technology failure or on occurrences resulting in technology failure will not be considered.
- **Computers**: In the event of a computer failure, students should have a plan to use another computer, such as at a local coffee shop, Internet café, library, or a work location; with a friend or family member; or on a second or even third computer at home. Students should use an extra external hard drive or portable drive to back up their data. The backup device should be used on a periodic basis—daily, weekly, or monthly.

- **Emergencies**: Students should have a plan for finding another computer in the event of an emergency such as a power failure, natural disaster, fire, burglary, or loss of access to one’s home. As in the example above, students should use an extra external hard drive or portable drive to back up their data.

- **Software**: The alternate computer used in an emergency may not have the latest version of software and may not be able to read a student’s document. (Tip: Store two versions of a document—one in the latest and one in the previous version of the application, such as in Word 2007 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2007 format.) Students should develop a backup plan in advance. Computer and/or hard disk failures do happen and can result in a late assignment, failed class, and even lost tuition.

Students are expected to ensure that they can continue to participate in class and complete assignments with minimal disruption to themselves or others. If the computer disruption is so serious that it may last longer than a few days, students need to contact either their faculty member or a member of the Academic Advising Team for help.

**NHU Acceptable Use Policy (AUP)**

Electronic communication networks, the Internet, and any university systems are not to be used to cause harm, no matter how minor, to any individual, entity, or facility. Users are expected to protect NHU’s good name and reputation as detailed in the university’s *Student Obligations* outlined in this catalog.

**Prohibited activities include but are not limited to:**

- **General**
  - Engaging in illegal activities
  - Libeling or slandering any person
  - Hacking passwords and systems
- **Harassment**
  - Sending harassing, unwelcome, or threatening messages
  - Sending unauthorized anonymous messages
- **Privacy Violations**
  - Invading another person’s privacy
  - Accessing and/or using accounts of others without their permission
  - Disclosing passwords to others
  - Monitoring electronic communications without authorization
  - Reading, copying, altering, or deleting someone else’s files without that person’s permission
- **Copying**
  - Copying copyrighted materials without authorization
  - Using illegally obtained software on the system
- Disrupting or Causing Damage
  - Destroying or damaging equipment, software, or data belonging to others
  - Disrupting service to other users or the system
  - Contributing to system attacks, denial of services, and other malicious uses of the network and systems

- Engaging in Commercial Activities
  - Contributing to unwelcome and/or unwarranted commercial pressure
  - Sending bulk unsolicited messages
  - Giving away or selling information about accounts to allow other non-owners to access or use accounts

Permitted Uses; Personal Use:

The university systems are solely intended for use in connection with the academic, administrative, co- and extra-curricular, and operational activities of NHU, its affiliates, and university-approved organizations.

Students may make incidental personal use of the university systems, subject to the policies and limitations contained in this Acceptable Use Policy (AUP) and elsewhere in this NHU Student Handbook, and provided that such use does not interfere with university operation of information technologies or electronic mail services, burden the university with incremental costs, violate any policy of the university (including without limitation this AUP), or interfere with the students’ obligations to the university.

Excessive Use:

The university further reserves the right to limit throughput or the amount of data transferred over the university network and/or deny or terminate service to a user, without notice, if the university believes the user is using the email or another university system in a manner prohibited herein or that adversely impacts the university’s network or service levels. NHU reserves the right to protect its network from harm, which may impact legitimate data flows, by disconnecting users or limiting their access to the network in the event of any violations of these provisions. NHU also reserves the right to treat excessive use of the university network as a material violation of the AUP and the Code of Conduct.
Learning Resources and Student Services

Academic Advising Team

Academic advisors work to provide an inspiring and enriching experience for every student, every day. Advisors focus on student readiness, proactive communication, and continual reinforcement of information and expectations. They help students create meaningful educational plans. They ensure that new students are able to successfully acclimate to the NHU environment and keep returning students consistently engaged in their academic experience.

Academic advisors collaborate with faculty, academic leadership, student support teams, and operational groups within the university to manage student expectations, facilitate the resolution of student issues, and help ensure that students are successfully completing their programs. They provide ongoing advising to assist students with academic planning, clarification of academic and university policies, and monitoring of each student’s degree progress. Additionally, they make a point of getting to know students as individuals: their stories, successes, and/or challenges. They aid the students in completing their degrees.

Academic Advising Mission

At NHU, Academic Advising collaborates with students, faculty, and staff to foster an optimal student experience. NHU strives to educate and empower a diverse community of learners who will achieve their educational goals and become local, national, and global community leaders.

Academic Advising Vision

NHU fosters a positive student-faculty experience through its Familia model, a signature approach that applies a unique combination of cooperative learning and mutual assistance among students, faculty, and community/business partners.

Roles and Responsibilities

<table>
<thead>
<tr>
<th>NHU students will:</th>
<th>Academic advisors will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and understand university and departmental policies, procedures, and requirements for graduation.</td>
<td>Explain university and departmental policies, procedures, and requirements.</td>
</tr>
<tr>
<td>Share their interests, skills, values, and goals with their advisor.</td>
<td>Encourage and guide students as they define and develop realistic goals.</td>
</tr>
<tr>
<td>Schedule, be on time, and prepare for all advising appointments.</td>
<td>Be on time and prepare for all advising appointments.</td>
</tr>
<tr>
<td>Check MyNHU email account daily and respond in a timely manner.</td>
<td>Strive to respond to emails and voicemails within one business day.</td>
</tr>
<tr>
<td>Seek assistance for study habits through tutoring services available in the Center for College Success.</td>
<td>Refer students to tutoring services and additional NHU resources.</td>
</tr>
<tr>
<td>Understand and monitor their own academic progress toward degree completion.</td>
<td>Monitor and accurately document student's progress toward degree completion.</td>
</tr>
<tr>
<td>Be honest and respectful in interactions with their advisor.</td>
<td>Be honest and respectful in interactions with students and maintain appropriate confidentiality.</td>
</tr>
<tr>
<td>Take an active role in their academic advising sessions and ask questions.</td>
<td>Help plan a course of study and offer advice about prerequisites, course loads, and future and/or career goals.</td>
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**Alternative Course Formats**

**Online Education Courses**

A growing number of NHU classes are being offered online to students. These courses can be accessed anywhere and at anytime for students with access to a computer and the Internet. Students in these courses do not meet at regular times on campus; instead, they receive and submit their coursework and interact with their instructors and fellow students in the Blackboard online learning platform. Online courses offer students an engaging learning experience with video and multimedia, practical assignments, readings, group projects, and other technology. Students are to contact Academic Advising about orientation to NHU’s online courses and the student online learning platform. Full access to all of NHU on-campus support services, as well as 24/7 technical support, are available for students in online courses.

**Library**

The Library is accessible via the library’s website at http://library.nhu.edu. Through this site, students may use over 30 online databases and reference sources, locate over 50,000 e-books, find citation and research help, locate required course readings, and search the library catalog for books and videos available for checkout. The library staff is available to help students with their research needs by email at libstaff@nhu.edu.

**Computer Use Policy**

Computers are available on the third floor on a first-come, first-served basis. Priority is given to NHU students doing academic work and class assignments. Internet use cannot interfere with others’ studies or create a hostile environment. Students may not install software or change computer settings.

**Computer Classroom Lab Facility**

The Computer Information Systems Lab has multimedia PC computers with printers. These computers are accessible to students for classroom instruction in Computer Science/Information Systems classes. The library/CCS Staff can arrange special orientation and/or computer tutor sessions.

**Center for College Success (CCS)**

The CCS coordinates an important range of academic support services for NHU students. The CCS local area network (LAN) is integrated with the university network. Pentium, multimedia computers are available for multimedia instructions and usage. Educational software is accessible from each student workstation.

**Tutoring**

The CCS tutorial program is designed to assist students with their academic challenges. The program emphasizes faculty interaction and small-group tutoring and learning services. Tutors provide academic assistance in mathematics, reading, writing, and study skills to help students develop the necessary skill level to ensure success in college.

CCS tutors guide students in the development of their academic skills and guide them on how to become self-directed learners. These tutorial services prepare students for the more rigorous upper-division courses and are offered to all NHU students free of charge.

**Testing Services and Software**

Academic Advising personnel also administer various tests, including placement tests for new students and Spanish challenge tests.
**Career Services**

CCS provides general assistance with job placement services primarily by posting job openings on the bulletin boards. CCS personnel assist students with writing résumés and any other written requirements such as statements of purpose, letters of recommendation, and scholarship applications and essays.

**Student Services**

Student Services provides NHU students with services from the initial application for admission through the completion of their educational program and graduation. Once a student is admitted, the Office of the Registrar maintains student registration information and processes student registration each semester. The Office of the Registrar is responsible for monitoring the student’s satisfactory academic progress toward timely completion of his/her educational program. The Office of the Registrar also posts grades and issues grade reports and transcripts.

**Students with Disabilities**

NHU is committed to assisting students with disabilities using its guiding values of *Familia*, inclusiveness, quality and excellence, service, and integrity. NHU offers reasonable accommodations to qualified students with documented disabilities. Students who have or think they may have a disability that may require accommodations must register with the Disability Service Office in the CCS. Students should contact the disability services coordinator at 1-408-273-2732 or via email at disabilityservices@nhu.edu. The disability services coordinator works in collaboration with each student and the student’s support system to provide reasonable accommodations that promote student success.

**Student Housing**

NHU does not provide residences for students but does assist students by providing available rental listings in the area. For more information, contact the Center for College Success.

**Student Governance**

Students are encouraged to participate in the student government and various NHU committees. Students are very important in the university’s decision-making process. Students have a right to run for one of the elected offices, volunteer to participate in various committees, and make their voices known through student representatives. Students interested in running for office or getting involved should contact the provost or a current Student Government Association (SGA) Officer.

**Student Government Association**

Any student currently enrolled in a class at NHU is a member of the SGA, an association whose by-laws set up an Executive Board Committee as a representative body for NHU to facilitate student communication, leadership, and advocacy. Annually, SGA members elect officers (president, vice president, treasurer, secretary, public relations, and student activities coordinator). To be eligible to hold an SGA office, students must have at least a 2.5 GPA and be enrolled full-time. The SGA meets on a regular basis to plan student activities. The officers represent the student body in NHU activities and committees.
Other Student Organizations

NHU actively supports student clubs and organizations. For information regarding the following clubs and organizations or for information regarding how to start a club, contact Cynthia Lee Markova.

- Child Development
- Ethics Debate Team
- Lambda Sigma Gamma Sorority
- Math and Science Club
- Nu Alpha Kappa Fraternity
- OWLS (Outdoors Wilderness Leadership Society)
- Sigma Omega Nu Sorority
- Sigma Omega Phi Sorority
- The Sports Club
Academic Ideology

The following is the general academic ideology applied in courses offered at NHU:

- All students give oral presentations.
- All students prepare written reports.
- Courses have a multicultural emphasis. For example, they discuss how a concept translates into the differing cultural experiences of the students. Not all students will have the same background for understanding a concept, especially if they come from another country.
- Courses apply technology through the CCS or the Computer Lab.
- Courses foster learning communities, with at least 30 minutes of a 3-hour class consisting of collaborative learning (students working together).
- For humanities classes, students discuss the values and realities of American society, how things are accomplished in the United States, and how the class helps students fit into American society.
- At the first class meeting, students receive a course syllabus containing the following items:
  - Course objectives
  - Different teaching strategies and methods
  - How grades are determined
  - Text and reference book list
  - Policy on homework/late work
  - Examination and quiz plans
Academic Programs

NHU offers the academic degree programs listed below. In addition, NHU offers Teacher Education Credential coursework and other certificates.

Business Administration

- Associate of Arts (A.A.) in Business Administration
- Bachelor of Arts (B.A.) in Business Administration with concentrations in:
  - Human Resource Management
  - International Business
  - Management
  - Marketing
  - Self-Design
  - General
  - Hispanic Marketing

Child Development

- Associate of Arts (A.A.) in Child Development
- Bachelor of Arts (B.A.) in Child Development with concentrations in:
  - Dual Concentration: Early Intervention and Early Biliteracy Development
  - Early Intervention
  - Early Biliteracy Development
  - General
  - School Age

Computer Information Systems

- Bachelor of Science (B.S.) in Computer Information Systems

Criminal Justice

- Bachelor of Arts (B.A.) in Criminal Justice with concentrations in:
  - Crime and Criminology
  - Restorative Justice and Community Change

Education

- Master of Arts (M.A.) in Education with concentration in:
  - Teaching and Learning

Mathematics and Science

- Associate of Science (A.S.) in Mathematics and Science
- Associate of Science (A.S.) in Mathematics and Science with concentrations in:
  - Engineering
  - Geology
  - Mathematics
  - Physics

**Psychology**
- Bachelor of Arts (B.A.) in Psychology with concentrations in:
  - Community Psychology
  - Organizational Psychology

**Teacher Education Credentials**
- Autism Spectrum Disorders Added Authorization
- Bilingual Authorization
- CTEL (CLAD)/BCLAD (Bilingual, Crosscultural, Language and Academic Development) Authorization
- Dual: Multiple Subject and Education Specialist Preliminary Credentials
- Dual: Multiple Subject and Single Subject Preliminary Credentials
- Dual: Single Subject and Education Specialist Preliminary Credentials
- Education Specialist Clear Credential
- Education Specialist Preliminary Credential
- Intern Credential
- Multiple Subject Clear Credential
- Multiple Subject Preliminary Credential
- Single Subject Clear Credential
- Single Subject Preliminary Credential
- Blended Bachelor of Arts (B.A.) - Teacher Credential

**Translation and Interpretation**
- Translation and Interpretation Certificate
General Education Breadth Requirement

Mission
The mission of the General Education curriculum is to provide rigorous breadth of study in major fields of knowledge that will prepare students for a seamless transition into a prospective major or to transfer to another four-year university with junior standing.

Vision
The vision of the General Education curriculum is to facilitate the acquisition of the knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its students. This foundation includes the capacity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression in a multicultural society, to gain an awareness of the broader human experience and its environment, and to appreciate the responsibilities of persons to themselves, to each other, and to their community.

Goals
For most students, General Education presents the primary opportunity to engage in disciplined study of concepts and skills outside a general area of interest. General Education should have the effect of exposing the student to an overview of knowledge and thought different from that previously acquired or likely to be acquired in the remainder of his or her education. The intent of the General Education Breadth requirement is to develop the individual student and to provide the foundation of future academic and career success. Students will have the opportunity to develop skills on the intellectual and humanistic level and enhance their ability to develop a personal philosophy and make informed choices.

Students who complete the General Education curriculum at NHU will be able to:

- Deliver oral presentations that are purposefully designed to increase knowledge, foster understanding, or promote change in the listener’s attitudes, beliefs, values or behaviors.
- Compose written presentations that use many genres and styles, present arguments based on well analyzed information sources, and make appropriate use of the conventions of language in the discipline and to the nature of the work.
- Use critical thinking skills characterized by the comprehensive exploration of issues, ideas, and events from multiple perspectives before accepting or formulating opinions or conclusions.
- Demonstrate information literacy skills by being able to identify, locate, evaluate, and effectively and responsibly use information in various formats.
- Recognize the complexity and dynamic nature of different cultures, their influence and contributions to the contemporary world, and the skills and characteristics needed to succeed in a culturally pluralistic society.
- Practice quantitative literacy skills by solving quantitative problems, creating sophisticated arguments supported by quantitative evidence, and communicating arguments in a variety of formats.
Rationales and Organization

A fundamental goal of NHU is to develop in its students the capacity to become lifelong learners by offering a rigorous liberal arts education. NHU recognizes that a sound liberal arts education is at the core of a quality higher education experience. The study of math, natural science, literature, art, humanities, behavioral sciences, and social sciences is contained in the breadth requirements, whereas the integration of those disciplines into a broader understanding of the world is emphasized in the upper division general education requirements. In every course, relevant skills of the core requirements are applied to the process of mastering content and making applications.

General Education Breadth Requirements

Area A: Communication in the English Language and Critical Thinking

- A1. Oral Communication
  - SPC 100 Public Speaking (3)
- A2. Written Communication
  - ENG 100 English Composition and Reading (3)
- A3. Critical Thinking:
  All undergraduate students must complete at least three (3) units from the following courses:
  - ENG 201 Critical Thinking, Reading, and Writing Across the Curriculum (3)
  - PHL 200 Introduction to Logic (3)

Area A. Requirements by Program

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduate Programs</td>
<td>SPC 100</td>
<td>ENG 100</td>
<td>ENG 201 OR PHL 200</td>
</tr>
</tbody>
</table>

Area B: Physical Universe and Its Life Forms

- B1. Physical Science
  All undergraduate students must complete at least three (3) units from the following courses:
  - CHE 130 Chemistry (3)
  - CHE 150A General Chemistry for Scientists and Engineers I (5)
  - GEO 200 Physical Geography (3)
  - GSC 150 Introductory Study of Planet Earth (3)
  - PHY 120 Physics (3)
  - PHY 150A General Physics I (4)

- B2. Life Science
  All undergraduate students must complete at least three (3) units from B2 and at least one (1) laboratory unit from the following courses:
  - BIO 101 General Biology (3)
  - BIO 102W General Biology with Lab (4)
- **B3. Laboratory Activity**
  - BIO 101L *General Biology Lab* (1)
  - GSC 150A *Introductory Study of Planet Earth Lab* (1)

- **B4. Mathematics and Quantitative Reasoning**
  
  *All undergraduate students must complete at least three (3) units from the following courses:*
  
  - MAT 100 *College Algebra* (3)
  - MAT 102 *Explorations of Mathematics* (required for B.A. in Child Development)
  - MAT 103 *Quantitative Reasoning* (required for A.A. and B.A. in Business Administration)
  - MAT 108 *Number Systems* (3)
  - MAT 115 *Trigonometry* (3)
  - MAT 120 *Calculus and Analytic Geometry I* (4)

### Area B. Requirements by Program

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>All Bachelor's Programs</strong></td>
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</tr>
<tr>
<td>CHE 130 (3) OR CHE 150A (5) OR GEO 200 (3) OR GSC 150 (3) OR PHY 120 (3) OR PHY 150A</td>
<td>BIO 101 (3) OR BIO 102W (4)</td>
<td>BIO 101L Lab (1) OR GSC 150A Lab (1)</td>
<td>MAT 100 (3) OR **MAT 102 (3) OR **MAT 103 (3) OR MAT 115 (3) OR MAT 120 (4)</td>
<td></td>
</tr>
<tr>
<td><strong>A.A. in Business Administration</strong></td>
<td>NONE</td>
<td></td>
<td>NONE</td>
<td>MAT 100 (3) OR MAT 103 (3)</td>
</tr>
<tr>
<td><strong>A.A. in Child Development</strong></td>
<td>NONE</td>
<td>BIO 101 (3)</td>
<td>BIO 101L Lab (1)</td>
<td>MAT 100 (3) OR MAT 102 (3) OR MAT 108 (3) OR MAT 120 (4)</td>
</tr>
<tr>
<td><strong>A.S. in Mathematics and Science</strong></td>
<td>NONE</td>
<td>BIO 101 (3)</td>
<td>BIO 101L Lab (1)</td>
<td>MAT 120 (4)</td>
</tr>
<tr>
<td><strong>A.S. in Mathematics and Science with Engineering</strong></td>
<td>CHE 150A (5)</td>
<td>NONE</td>
<td>NONE</td>
<td>MAT 120 (4)</td>
</tr>
<tr>
<td><strong>A.S. in Mathematics and Science with Geology, Mathematics, or Physics</strong></td>
<td></td>
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<td></td>
<td>MAT 120 (4)</td>
</tr>
</tbody>
</table>
Area C: Arts, Literature, Philosophy, and Foreign Languages

- **C1. Arts (Art, Dance, Music, Theatre)**
  All undergraduate students must complete at least three (3) units from the following courses:
  - ART 100 Art Appreciation (3)
  - ART 101W Introduction to Fine Arts (3)
  - EDU 120 Dance and Music for Children (3)

- **C2. Humanities, Literature, and Letters**
  All undergraduate students with the exception of those in the A.A. in Child Development must complete at least six (6) units from the following courses:
  - ENG 250 Contemporary Multicultural Literature and Composition (3)
  - PHL 100 Introduction to Philosophy (3)
  - PHL 150W Ethics (3)
  - PHL 200 Introduction to Logic (3)
  - SPAN 100 Beginning Spanish I (5)
  - SPAN 101 Beginning Spanish II (5)
  - SPAN 200 Intermediate Spanish I (5)
  - SPAN 201 Intermediate Spanish II (5)
  - SPAN 205 Spanish for Native Speakers (5)

**Area C. Requirements by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>C1. Arts</th>
<th>C2. Humanities, Literature, and Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduate Programs</td>
<td>ART 100 (3) OR ART 101W (3) OR EDU 120 (3)</td>
<td>ENG 250 (3) PHL 100 (3) PHL 150W (3) PHL 200 (3) SPAN 100 (5) SPAN 101 (5) SPAN 200 (5) SPAN 201 (5) SPAN 205 (5)</td>
</tr>
<tr>
<td><em>Note:</em> A.A. in Child Development students are not required to complete Area C1.</td>
<td></td>
<td>Note: Students in the A.A. in Child Development program must complete only three (3) units for Area C2.</td>
</tr>
<tr>
<td>A.S. in Mathematics and Science with Geology, Mathematics, or Physics</td>
<td></td>
<td>ENG 250(3)</td>
</tr>
</tbody>
</table>

**Area D. Social, Political, and Economic Institutions and Behavior**

All undergraduate students must complete at least nine (9) units from at least two (2) different areas from the following courses:

- **D1. Anthropology**
  - ANT 100 Introduction to Anthropology (3)

- **D2. Economics**
  - BUS 120 Microeconomics (3)
- BUS 121 *Macroeconomics* (3)

- **D3. Ethnic Studies**
  - ETH 134 *Chicano/Latino Community* (3)
  - ETH 265 *Minorities in the United States* (3)

- **D4. Gender Studies**

- **D5. Geography**
  - GEO 200 *Physical Geography* (3)

- **D6. History**
  - HIS 100 *U.S. History I* (3)
  - HIS 201 *U.S. History II* (3)

- **D7. Social Behavior Sciences**
  - ETH 134 *Chicano/Latino Community* (3)
  - PSY 205W *Social Psychology* (3)

- **D8. Political Science/Gov**
  - POL 101 *Introduction to American Government* (3)

- **D9. Psychology**
  - PSY 100 *Introduction to Psychology* (3)
  - PSY 205W *Social Psychology* (3)

- **D10. Sociology and Criminology**
  - CRJS 101W *Contemporary Criminal Justice Systems* (3)
  - SOC 101 *Introduction to Sociology* (3)
  - SOC 102W *Multicultural Dimensions of Society* (3)

**Area D. Requirements by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Area D: Social, Political, and Economic Institutions and Behavior</th>
</tr>
</thead>
</table>
| All Bachelor’s Programs | *All undergraduate students must complete at least nine (9) units from at least two (2) different areas from the following:*  
ANT 100 (3)  
BUS 120 (3)  
BUS 121 (3)  
ETH 134 (3)  
ETH 265 (3)  
GEO 200 (3)  
HIS 100 (3)  
HIS 201 (3)  
PSY 205W (3)  
POL 101 (3)  
PSY 100 (3)  
CRJS 101W (3)  
SOC 101 (3)  
SOC 102W (3) |
<table>
<thead>
<tr>
<th>Program</th>
<th>Area D: Social, Political, and Economic Institutions and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.A. in Business Administration</strong></td>
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<tr>
<td>Students must complete at least six (6) units from the following:</td>
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<tr>
<td>ANT 100 (3)</td>
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<td>BUS 120 (3)</td>
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<td>BUS 121 (3)</td>
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<td>ETH 134 (3)</td>
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<td>ETH 265 (3)</td>
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<td>GEO 200 (3)</td>
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<td>HIS 100 (3)</td>
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<td>HIS 201 (3)</td>
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<tr>
<td>HIS 100 (3)</td>
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<tr>
<td>HIS 201 (3)</td>
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<tr>
<td>POL 101 (3)</td>
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<tr>
<td><strong>A.A. in Child Development</strong></td>
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<tr>
<td>Students must complete at least nine (9) units from the following:</td>
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<tr>
<td>ANT 100 (3)</td>
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<td>BUS 120 (3)</td>
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<td>BUS 121 (3)</td>
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<td>ETH 134 (3)</td>
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<td>ETH 265 (3)</td>
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<td>PSY 205W (3)</td>
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<tr>
<td>CRJS 101W (3)</td>
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<tr>
<td>SOC 101 (3)</td>
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<tr>
<td>SOC 102W (3)</td>
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<tr>
<td><strong>A.S. in Mathematics and Science</strong></td>
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<td>Students must complete at least six (6) units from the following:</td>
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<td>HIS 100 (3)</td>
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<tr>
<td>HIS 201 (3)</td>
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<tr>
<td>POL 101 (3)</td>
<td></td>
</tr>
<tr>
<td><strong>A.S. in Mathematics and Science with Engineering</strong></td>
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<tr>
<td>Students must complete at least six (6) units from the following:</td>
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<tr>
<td>HIS 100 (3)</td>
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<tr>
<td>HIS 201 (3)</td>
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<tr>
<td>POL 101 (3)</td>
<td></td>
</tr>
<tr>
<td><strong>A.S. in Mathematics and Science with Geology, Mathematics, or Physics</strong></td>
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</tr>
<tr>
<td>Students must complete at least nine (9) units from the following:</td>
<td></td>
</tr>
<tr>
<td>HIS 100 (3) AND</td>
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<tr>
<td>HIS 201 (3) AND</td>
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<tr>
<td>ANT 100 (3) OR</td>
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</tr>
<tr>
<td>BUS 120 (3) OR</td>
<td></td>
</tr>
<tr>
<td>PSY 100 (3) OR</td>
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<tr>
<td>SOC 101 (3) OR</td>
<td></td>
</tr>
</tbody>
</table>
Area E: Lifelong Understanding and Self

All undergraduate students must complete at least three (3) units from the following courses:

- ANT 125 *Human Understanding and Development* (3)
- ANT 200W *Gender and Sexuality* (3)
- CD 100 *Child Growth and Development* (3)
- ECE 103 *Child Growth and Development* (3)
- ECE 107 *Child Health, Safety, and Nutrition* (3)
- UNI 100 *First-Year Seminar* (3)
- ETH 134 *Chicano/Latino Community* (3)

* This course may be completed by B.A. Business Administration students only for Area E.

### Area E. Requirements by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Lifelong Understanding and Self</th>
</tr>
</thead>
</table>
| **All Bachelor’s Programs**      | ANT 125 (3) OR
|                                  | ANT 200W (3) OR                                                     |
|                                  | CD 100 (3) OR                                                       |
|                                  | ECE 103 (3) OR                                                      |
|                                  | ECE 107 (3) OR                                                      |
|                                  | UNI 100 (3) OR                                                      |
|                                  | *Note: B.A. in Business Administration students may opt instead for ETH 134 Chicano/Latino Cultures.* |
| **A.A. in Business Administration** | ANT 125 (3) OR
|                                  | ANT 200W (3) OR                                                     |
|                                  | CD 100 (3) OR                                                       |
|                                  | ECE 103 (3) OR                                                      |
|                                  | ECE 107 (3) OR                                                      |
|                                  | UNI 100 (3) OR                                                      |
|                                  | ETH 134 (3)                                                        |
| **A.A. in Child Development**    | NONE                                                                |
| **A.S. in Mathematics and Science** | ANT 125 (3) OR
|                                  | CD 100 (3) OR                                                       |
|                                  | ECE 103 (3) OR                                                      |
|                                  | ECE 107 (3) OR                                                      |
|                                  | UNI 100 (3)                                                        |
| **A.S. in Mathematics and Science with Engineering** | ANT 125 (3) OR
|                                  | CD 100 (3) OR                                                       |
|                                  | ECE 103 (3) OR                                                      |
|                                  | ECE 107 (3) OR                                                      |
|                                  | UNI 100 (3)                                                        |
| **A.S. in Mathematics and Science with Geology, Mathematics, or Physics** | NONE |

Area F: American Institutions

- Requirement is fulfilled by completing the requirements outlined in Area D3, *either* both HIS 100 and HIS 201 *or* HIS 201 and POL 101
General Education Electives - Requirements by Program

<table>
<thead>
<tr>
<th>A.S. in Mathematics and Science with Geology</th>
<th>Students must complete at least six (6) units from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANT 125 (3)</td>
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<tr>
<td></td>
<td>UNI 100 (3)</td>
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<td></td>
<td>GEO 200 (3)</td>
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<td></td>
<td>PHY 120 (3)</td>
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<tr>
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<td>BIO 101 (3)</td>
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<td>BIO 101L (1)</td>
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</table>

<table>
<thead>
<tr>
<th>A.S. in Mathematics and Science with Mathematics</th>
<th>Students must complete at least eleven (11) units from the following:</th>
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<tbody>
<tr>
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<td>ANT 125 (3)</td>
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<td>UNI 100 (3)</td>
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<td>GEO 200 (3)</td>
</tr>
<tr>
<td></td>
<td>PHY 120 (3)</td>
</tr>
<tr>
<td></td>
<td>BIO 101 (3)</td>
</tr>
<tr>
<td></td>
<td>BIO 101L (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.S. in Mathematics and Science with Physics</th>
<th>Students must complete at least five (5) units from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANT 125 (3)</td>
</tr>
<tr>
<td></td>
<td>UNI 100 (3)</td>
</tr>
<tr>
<td></td>
<td>GEO 200 (3)</td>
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<tr>
<td></td>
<td>PHY 120 (3)</td>
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<td></td>
<td>BIO 101 (3)</td>
</tr>
<tr>
<td></td>
<td>BIO 101L (1)</td>
</tr>
</tbody>
</table>

**Upper Division General Education**

Nine units of integrated and integrative coursework, incorporating contents from Area I, Area II, and Area III:

- **Area I: Advanced Written Composition (3)**
  - ENG 300 *Advanced Writing Skills* (3)

- **Area II: Human Expression Across the Globe (3)**
  All bachelors’ students must complete at least three (3) units from the following courses:
  - ENG 301 *Introduction to World Literature* (3)
  - ENG 305W *Women’s Literature and Social Change* (3)
  - PHL 300 *Personal, Professional, and Social Ethics* (3)

- **Area III: World Issues and Problems (3)**
  All bachelor’s students must complete at least three (3) units from the following courses:
  - ETH 300W *Latino Culture in the United States* (3)
  - ETH 310 *Latinos and Social Institutions* (3)
  - SPC 300 *Argumentation and Advocacy of World Issues* (3)
### Upper-Division General Education Requirements:

<table>
<thead>
<tr>
<th>Program</th>
<th>Area I: Advanced Written Composition</th>
<th>Area II: Human Expression Across the Globe</th>
<th>Area III: World Issues and Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Bachelor’s Programs</td>
<td>ENG 300 (3)</td>
<td>ENG 301 (3) OR ENG 305W (3) OR PHL 300 (3)</td>
<td>ETH 300W (3) OR ETH 310 (3) OR SPC 300 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Blended B.A. – Teacher Credential must complete ENG 301.</td>
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<td><strong>Note:</strong> B.A. in Business Administration may opt instead for HIS 313 California History.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Blended B.A. – Teacher Credential must complete SPC 300.</td>
<td></td>
</tr>
</tbody>
</table>

### American Institutions Requirement

Title 5, California Code of Regulations, Section 40404 requires that all students demonstrate an understanding of American history, the United States Constitution, and California state and local government. Courses needed to satisfy the U.S. History and Constitution requirement of the State of California are included in the General Education Breadth Requirements.
Business Administration

Mission

The mission of the Associate of Arts (A.A.) and Bachelor of Arts (B.A.) in Business Administration programs is to prepare students for careers in business, government, and non-profit organizations by providing a broad professional education. The programs accomplish this mission by delivering a business administration curriculum structured around a group of technical courses, which exposes students to the basic tools of quantitative methods, accounting, and economic theory. In addition, the programs offer a core of management and leadership courses that integrate culture, language, and ethics, to enable future business leaders to meet the challenges of today’s global environment.

The A.A. and B.A. in Business Administration programs seek to infuse NHU students with a deep understanding of the Hispanic culture and its relationship to other cultures and to enable students to apply such knowledge to the various functional areas of business.

Vision

The vision of the A.A. and B.A. in Business Administration programs is to graduate students who will become nationally and locally recognized leaders and managers in their respective fields of business.

Goals

In the broadest sense, NHU’s goal is to offer a business administration program that enhances students’ competence in the field, fosters their intellectual curiosity, and develops the personal skills necessary to be an effective leader. The program is characterized by a faculty with academic and industry work experience who are committed to excellence in classroom and online instruction.

When completing the program, graduates should be able to:

- Apply critical thinking skills and innovative problem solving to complex issues in dynamic business markets.
- Apply quantitative and qualitative methods and tools to address the challenges of today’s global business environment.
- Demonstrate professional skills necessary to be an effective manager, leader, and team member in a global business environment.
- Apply knowledge of the Latino culture to domestic and global business environments.
- Demonstrate oral and written proficiency in presenting management issues and solutions.

Associate of Arts in Business Administration

The curriculum of the A.A. in Business Administration is designed with a twofold purpose:

- To prepare the student to enter a four-year university and to obtain a bachelor’s degree for professional careers in related fields
- To provide students with knowledge and skills to enter the workforce
Completion Requirements

To meet the academic requirements for graduation with an A.A. in Business Administration, the student must complete a minimum of 66 units of college credit, including:

- A minimum of 30 units of general education to satisfy the General Education Breadth requirement
- All business administration courses, including 25 units of required courses (15 units in residency required, preferably in business)
- 12 business elective units

In addition to the above requirements, students:

- Must attain an overall grade point average of “C” (2.0) or higher with a “C” (2.0) or higher in all units attempted in the major.
- May transfer no more than 52 units of credits from other authorized, approved, or accredited colleges and universities (transfer credit upon evaluation).

Degree Requirements

- General Education Courses ........................................................................................................ 30 units
- Business Administration Courses ............................................................................................. 27 units
- Business Administration Electives .............................................................................................. 9 units

Total = 66 units

Curriculum

General Education Courses (30 units)

- See the General Education section of this catalog.

Business Administration Courses (27 units)

- BUS 101 Introduction to Business (3)
- BUS 113 Professional Effectiveness in Business (3)
- BUS 120 Microeconomics (3)
- BUS 121 Macroeconomics (3)
- BUS 240 Financial Accounting (3)
- BUS 245 Managerial Accounting (3)
- BUS 250 Legal Environments of Business (3)
- BUS 260 Business Statistics (3)
- CS 120 Integrated Computer Applications (3)

Business Administration Electives (9 units)

- Students must choose nine (9) units of coursework in General Education or business courses that are part of the B.A. in Business Administration.
PROGRAM DATA

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Associate of Arts in Business Administration relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Bachelor of Arts in Business Administration

Completion Requirements

To meet the academic requirements for graduation with a B.A. in Business Administration, the student must:

- Complete a minimum of 125 units of college credit.
- Satisfy 49 units of NHU General Education Breadth requirements as described in this catalog.
- Meet requirements for the major as described below.
- Complete a minimum of 30 upper-division units in business administration
- Attain an overall grade point average of “C” (2.0) or higher with a “C” (2.0) or higher in all required and elective business courses in the program.

In addition, students must:

- File a Petition to Graduate form with the department chair.
- Ensure that all financial obligations to NHU have been met, including payment of outstanding fees.

Degree Requirements

Note: This degree program is offered at our NHU campus and online.

The B.A. in Business Administration program offers three options. Each option consists of major courses and concentration courses. The major courses are divided into lower- and upper-division requirements. The concentration courses are in one of the following concentrations: Management, Human Resource Management, International Business, Self-Designed, and Marketing.

Option 1, Campus-based: Courses in the major and the Management concentration available on the ground.

Option 2, Online: Courses in both the major and the five concentrations available online.

Option 3, Mixed Mode: Courses in the major are to be taken from either on the ground or online courses, and courses in the five concentrations are to be taken from online courses only.

- General Education Courses ................................................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
- Business Administration ............................................................... 76 units
  - Lower Division (24)
  - Upper Division (21)
  - Concentration (9)
- Electives (18)
  - Lower Division (12)
  - Upper Division (6)
- Capstone (4)

**Total = 125 units**

**Curriculum**

**General Education Courses (49 units)**
- See the General Education section of this catalog.

**Business Administration Courses – Lower Division (24 units)**
- BUS 101 *Introduction to Business* (3)
- BUS 113 *Professional Effectiveness in Business* (3)
- BUS 120 *Microeconomics* (3) *(Note: This course cannot count toward General Education credit in this program.)*
- BUS 242 *Financial Accounting* (3)
- BUS 253 *Law and Ethics in Business* (3)
- BUS 260 *Business Statistics* (3)
- BUS 284 *Business and Professional Writing* (3)
- BUS 107 *Computer Applications for Business* (3)

**Business Administration Courses – Upper Division (21 units)**
- BUS 314 *Business Seminar: Owning Your Own Career* (3)
- BUS 339 *Operations Management* (3)
- BUS 370 *Marketing* (3)
- BUS 381 *Organizational Behavior in Multicultural Organizations* (3)
- BUS 387 *Management Theory and Practice* (3)
- BUS 440 *Financial Management* (3)
- BUS 450 *Strategic Management* (3)

**Electives (18 units)**

Twelve units of lower-division elective courses can be chosen from either general education courses, B.A. in Business Administration core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.

Six units of upper-division elective courses can be chosen from either general education courses, B.A. in Business Administration concentration and core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.
**Marketing Concentration**

*Note: Concentration available only online and mixed mode.*

The Marketing concentration provides students with a basic foundation of business concepts and practices as well as specialized course content in advertising, retailing, sales management, Internet marketing, and marketing research. Students will learn to apply innovative strategies to real-world marketing challenges. Individuals enrolled in this concentration will have the opportunity to gain skills and insight regarding how a Hispanic cultural perspective can be integrated into a marketing plan and can explore the role of language, culture, and ethics in facilitating relationship building in a multicultural and transnational setting.

**Marketing Concentration (9 units)**
- BUS 378 *Marketing Communication* (3)
- BUS 389 *Global Marketing* (3)
- BUS 380 *Hispanic Marketing in a Multicultural Context* (3)

**Capstone Requirement (4 units)**
- BUS 401 *Senior Capstone* (4)

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**Human Resource Management Concentration**

*Note: Concentration available only online and mixed mode.*

The Human Resource Management concentration provides students with an academic foundation to help prepare them for a career in creating and sustaining an organization’s competitive advantage through the effective management of personnel. The curriculum focuses on both the strategic and day-to-day activities in areas such as:
- Performance management
- Human resource planning and information systems
- Recruitment and staffing
- Training and employee development
- Compensation and benefits
- Union-management relations

This concentration cultivates an understanding of how to integrate diversity and a Hispanic cultural perspective into a global work environment. It aims to prepare students for private-sector, nonprofit, and public-sector human resource positions in a rapidly changing environment influenced by competition, globalization, diversity, and technology.

**Human Resource Management Concentration (9 units)**
- BUS 382 *Human Resource Management* (3)
- BUS 383 *Human Resource Management Systems* (3)
- BUS 384 *Human Resource Development and Change* (3)

**Capstone Requirement (4 units)**
- BUS 401 *Senior Capstone* (4)
International Business Concentration

Note: Concentration available only online and mixed mode.

The International Business concentration prepares students to meet the challenges of business with a broad understanding of the issues, tools, and strategies applied by management professionals in today’s global and multicultural marketplace. Students will explore skills and best practices that can foster opportunities to conduct business across cultures and economic systems. The coursework will give individuals enrolled in this concentration the opportunity to gain insight into the impact of national economic policies, the financial and legal aspects of international trade, and the role of regional and multinational nongovernmental organizations (NGOs) in business in a global context.

International Business Concentration (9 units)

- BUS 343 International Business Operations (3)
- BUS 346 International Finance (3)
- BUS 389 Global Marketing (3)

Capstone Requirement (4 units)

- BUS 401 Senior Capstone (4)

Management Concentration

Note: Concentration available on ground, online, and mixed mode.

The well-rounded curriculum of this program can help students gain a fundamental understanding of key business areas, including accounting, management, marketing, economics, leadership, and international business. In addition, students benefit from cross-cultural and Latino studies courses designed to help them meet the demands of an increasingly global marketplace.

The curriculum is designed to help students prepare for careers in small, medium, or family businesses, international business, retail store management, and technology support.

Management Concentration (9 units)

- BUS 331 Small Business Management (3)
- BUS 343 International Business and Operations (3)
- BUS 390 Business Strategy in a Global Economy (3)

Capstone Requirement (4 units)

- BUS 401 Senior Capstone (4)

Self-Designed Concentration

Note: Concentration available online and mixed mode.

The Self-Designed concentration will allow B.A. in Business Administration students an option to choose three upper-division business courses of their interest as their program concentration, assuring that the program is flexible enough to serve students who are not interested in any of the other offered business concentration options.

Self-Designed Concentration (9 units)

- Students can chose three courses from any of the concentrations. Students must meet the prerequisite requirements for each selected course.

Capstone Requirement (4 units)

- BUS 401 Senior Capstone (4)
Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Bachelors of Arts in Business Administration relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Computer Information Systems

Mission
The Bachelor of Science (B.S.) in Computer Information Systems (CIS) program will provide a firm foundation in information systems for future Hispanic technology leaders. The program will embrace the shared values of Hispanic culture and respect for diversity and prepare students to be of service to their communities and society at large. The program will use academic support as well as innovative instructional methods and strategies to improve the retention and graduation of the majority of its students.

Vision
Today’s world runs on information, and the computer-based information system is the tool that gathers, stores, organizes, and integrates data so that it becomes useful information. Without information systems, most modern organizations would be hard pressed to meet their strategic, tactical, and operational goals. Students can gain practical experience by developing computer programs and applications, networks, and communication systems. This program prepares students to meet these challenges of a dynamic world.

Goals
The program objectives listed below represent expected accomplishments of graduates within three to five years of graduation:

- Implement computing and information system solutions that satisfy challenging organizational needs.
- As agents of information technology (IT) departments, recommend computing solutions that leverage state-of-the-art technologies, practices, and processes.
- As representatives of business units, translate organizational needs into requirements for IT departments, software teams, and external vendors.
- Maintain and extend computer and information systems to meet the evolving needs of organizations.
- Excel in work environments involving multi-disciplinary, multi-cultural, and multi-ethnic teams globally.
- Effectively practice lifelong learning skills to remain current.
- Effectively communicate and develop problem-solving skills.

Bachelor of Science in Computer Information Systems

Note: Courses with a “W” after the course number are only offered online.

Completion Requirements
To meet the academic requirements for graduation with a B.S. in CIS, students must:

- Meet the university’s residency requirement, which is the completion of 30 units at NHU.
- Complete a minimum of 45 upper-division units.
- Complete a minimum of 15 upper-division units in the major.
Attain an overall GPA of “C” (2.0) or higher, with a “C” (2.0) or higher in all units attempted in the major.

Complete a minimum of 128 units of college credit.

Satisfy NHU General Education Breadth requirements as described in this catalog.

Meet requirements for the major as described in this catalog.

In addition, students must:

- File a formal application for a graduation with the department chair.
- Ensure that all financial obligations to the university have been met, including payment of outstanding fees.

### Degree Requirements

- **General Education Courses** ........................................................................................................ 49 units
  - Lower Division (40)
  - Upper Division (9)
- **Business Courses** ..................................................................................................................... 18 units
  - Lower Division (9)
  - Upper Division (9)
- **Computer Science Courses** ...................................................................................................... 61 units
  - Lower Division (27)
  - Upper Division (34)

Total = 128 units

### Curriculum

**General Education Courses (Undergraduate) (49 units)**

- See the General Education Requirements section in this catalog.

**Business Administration Courses – Lower Division (9 units)**

- BUS 101 *Introduction to Business* (3)
- BUS 240 *Financial Accounting* (3)
- BUS 260 *Business Statistics* (3)

**Business Administration Courses – Upper Division (9 units)**

- BUS 331 *Small Business Management* (3)
- BUS 381 *Organizational Behavior in Multicultural Organizations* (3)
- BUS 368 *Project Management* (3)

**Computer Science Courses – Lower Division (27 units)**

- CS 124 *Introduction to Information Systems* (3)
- CS 128 *Information Technology Infrastructure* (3)
- CS 132 *Networking Fundamentals* (3)
- CS 136 *Learn Programming Using Games* (3)
- CS 230 *Intermediate Programming* (3)
- CS 234 *Computing and Society* (3)
- CS 238 *Requirements Analysis* (3)
- CS 242 *Object-Oriented Design* (3)
- CS 246W *Computer Security Fundamentals* (3)

**Computer Science Courses – Upper Division (34 units)**

- CS 304 *Human-Computer Interaction* (3)
- CS 308W *Database Management Systems* (3)
- CS 312W *Software Frameworks* (3)
- CS 316W *Information Systems Project Management* (3)
- CS 320W *Software Engineering* (3)
- CS 420 *Quality Management Standards for IT* (3)
- CS 424 *Business Architecture and Process* (3)
- CS 426 *IT Service Management* (3)
- CS 428W *Network Administration* (3)
- CS 432 *Web Programming* (3)
- CS 490B *Computer Information Systems Senior Project* (4)

**Program Data**

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. [Click here to find detailed information](#) on the **Bachelor of Science in Computer Information Systems** relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Child Development

Mission

The mission of the Child Development program is to prepare students with a strong foundation in child development and child-centered teaching practices. Throughout this program, students deepen their understanding of the integral role that respectful family relationships, and responsiveness to individual, cultural, and linguistic diversity play in fostering children’s healthy development and learning. Students study and reflect on contemporary sociocultural factors that are impacting children and learn effective strategies for advocating for children and families in their roles as emergent leaders in their respective fields. The department embraces the scholar-practitioner model, which inspires students to:

- Engage in leadership and advocacy practices on behalf of culturally and linguistically diverse children and their families.
- Become lifelong learners knowledgeable of research, theory, developmental methodologies and practices, fieldwork experience, and relevant professional and ethical standards.
- Provide appropriate and effective responses to changing professional demands. Students may choose to have a concentration in Early Biliteracy Development, Early Intervention, or School-Age.

Both A.A. and B.A. degrees have been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC). The degree programs are also structured to meet the State of California Child Development Permit Matrix requirements for employment in preschools, child development centers, and after-school sites, while also providing a strong basis for graduate school.

Vision

Graduates of the Child Development program will be effective early childhood professionals who use their knowledge of child development and early childhood education to foster healthy development and learning of children. Our vision is that students will be agents of social change who critically analyze their own development from a strength-based perspective, as a way of understanding and supporting children.

The child development degree paths prepare students to work in early care and education settings, to enter multiple subject credential programs needed for teaching in elementary schools, and to pursue careers serving children and families in community agencies. Career options for child development graduates include, but are not limited to:

- Early Childhood Teacher/Assistant
- Director of Child Development Programs
- Family Day Care provider
- Infant-Toddler Child Care Provider/Teacher
- School Age Child Care Provider
- Elementary School Pre-Teacher Training
- Preschool and Child Development Center Administrator
- Parent Educator
- Human Services Agency Representative
- Mental Health Consultant
Elementary and Secondary School Staff Member
Child/Youth advocate in Social and Legal Arenas
Child and Family Counselor
Public Health and Health Care Professional

In addition to entering careers in the child development field, students may also use this program as a bridge to graduate school, such as doctoral work in psychology, special education, social welfare, family health, and college teaching, among other careers.

Goals
The Department of Child Development strives to create an optimal learning community which values and fosters inquiry and dialogue between and among students and faculty from diverse backgrounds. The goals are to cultivate professionals who:

- Demonstrate knowledge on major contemporary research-based approaches and core concepts in child development.
- Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.
- Critically analyze and evaluate current leadership, advocacy and policy issues in child development and their impact on the lives of children and families.
- Engage in and promote reflective interdisciplinary practice through collaboration with other professionals and strive for lifelong learning.
- Interpret and implement authentic assessment strategies in order to improve learning, modify practices, and make curricular decisions.

Associate of Arts in Child Development

Note: Some courses for this degree program are only offered online (mixed mode). Courses with a “W” after the course number are offered online.

The curriculum in the A.A. in Child Development is designed with a twofold purpose:

- To prepare students to enter a four-year university to obtain a bachelor’s degree for professional careers in child development or in related fields.
- To provide students with knowledge to critically analyze and evaluate theoretical and practical issues in the field and with the skills to apply their learning to diverse communities outside the university.

Completion Requirements

To meet the academic requirements for graduation with an A.A. in Child Development, the student must:

- Complete a minimum of 69 units of college credits, including:
  - A minimum of 28 units of general education.
  - All required child development courses (or their equivalent) with a “C” or better (41 units).
- Attain an overall GPA of “C” (2.0) or higher.
Submit Portfolio of Critical Assignments to Department of Child Development chair by the end of the program.

Each child development course includes a critical assignment in one or more of the NAEYC competencies for Early Childhood Professional Preparation, Preschool Learning Foundations, or National After School Association that will be included in the professional portfolio required for the completion of the degree program.

**Degree Requirements**

- General Education Courses ..................................................................................................... 28 units
- Child Development Courses .................................................................................................... 41 units
  - Lower-Division Courses (22)
  - Electives (19)

**Total = 69 units**

**General Education Courses (28 units)**

- See the General Education section of this catalog.

**Child Development Courses (22 units)**

- EDU 101W Technology and Information Literacy for Educators (4)
- ECE 101 Introduction to Early Childhood Education (3)
- ECE 103 Child Growth and Development (3)
- ECE 105 Observation and Assessment Techniques (3)
- ECE 106 Child, Family, and Community (3)
- ECE 110 Early Childhood Curriculum (3)
- CD 214 Understanding Children’s Behavior: Social Emotional Guidance (3)

**Child Development – Electives (19 units)**

- CD 219 Inclusive Practices for Young Children (3)
- CD 254 Adult Supervision: Program and Professional Assessment (2)
- ECE 102 Principles of School-Age Child Care (3)
- ECE 104 The School-Age Child (3)
- ECE 109 Child Development in Multicultural Contexts (1)
- ECE 212 Creative Experiences for Children (1)
- ECE 213 Emergent Literacy in Early Childhood (1)
- ECE 215 Management of Child Care Settings (3)
- ECE 216 Infant-Toddler Care and Education (3)
- ECE 217 Administering a Family Child Care (1)
- ECE 218 Early Childhood Environments (1)
Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Associate of Arts in Child Development relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Bachelor of Arts in Child Development

Note: This degree program is also offered 100% online. Please go to www.NHU.edu for more information.

Completion Requirements

To meet the academic requirements for graduation with a B.A. in Child Development, students must:

- Complete a minimum of 125 semester units of college credit.
- Satisfy NHU General Education Breadth requirements as described in the university catalog.
- Meet requirements for the major as described in the university catalog.
- Satisfactorily complete the last 30 units in residency at NHU.
- Satisfactorily complete a minimum of 15 upper-division units in their major at NHU over and above those units satisfactorily completed in the equivalent major at another institution (these 15 units may be part of the last 30 residency units).
- Attain an overall GPA of “C” (2.0) or higher with a “C” (2.0) or higher in all units.
- Submit a portfolio of critical assignments to the Department of Child Development chair by the end of the program. Each child development course includes a critical assignment in one or more of the NAEYC competencies for Early Childhood Professional Preparation, Preschool Learning Foundations, or National After School Association that will be included in the professional portfolio required for the completion of the degree program.
- Satisfy NHU’s writing skills requirement.

In addition, students must:

- File a formal application for graduation with the department chair.
- Ensure that all financial obligations to the university have been met, including payment of outstanding fees.

Degree Requirements

- General Education Courses ................................................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
- Child Development Courses ................................................................. 76 units
  - Lower Division (22)
  - Upper Division (27)
  - Concentration (9)
  - Electives (18)

**Total = 125 units**

**Note:** Elective courses can be chosen from either general education courses, B.A. in Child Development concentration and core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.

**General Education Courses**
- See the General Education section of this catalog.

**Electives (18 units)**
- A minimum of 18 units of electives is needed to meet the academic requirements for graduation with a General, School Age, Early Intervention or Early Biliteracy Development concentration.

Students have the option of completing a Dual Concentration in Early Intervention and Early Biliteracy Development, which is a total of 18 units. Students opting for the Dual Concentration will need 9 units of electives to fulfill their degree requirements for graduation.

**Child Development**

**Lower Division (22 units)**
- EDU 100W *Technology Essentials for Educators* (4)
- ECE 101 *Introduction to Early Childhood Education* (3)
- ECE 103 *Child Growth and Development* (3)
- ECE 105 *Observation and Assessment Techniques* (3)
- ECE 106 *Child, Family, and Community* (3)
- ECE 110 *Early Childhood Curriculum* (3)
- CD 214 *Understanding Children’s Behavior: Social Emotional Guidance* (3)

**Upper Division (27 units)**
- CD 352 *Cognitive and Language Development* (3)
- CD 353 *Play, Development, and Learning* (3)
- CD 450 *Socioemotional Development of Children* (3)
- CD 452 *Leadership and Advocacy for Children* (3)
- CD 453 *Research in Child Development* (3)
- CD 455 *Culture and Cognition* (3)
- CD 456 *Violence and Its Impact on Children and Families* (3)
- PSY 325 *Children with Varying Abilities* (3)
- CD 454 *Practicum in Early Childhood Education II* (3)
- **OR** CD 458W *Becoming a Child Development Professional* (3) (online students)
Concentration Requirements (9 units)

- Students must select a concentration.

**Early Biliteracy Development - Concentration I**

The objectives of the Early Biliteracy Development concentration are twofold:

- To provide the student with knowledge on research-based strategies that support dual-language learners in developing a strong literacy base in both English and their home languages.
- To analyze the impact of racial and cultural discrimination on children’s linguistic and intellectual development, as students explore issues that affect the socialization and enculturation of bilingual children in a multicultural society.

Students will develop a solid background in:

- First- and second-language acquisition and development.
- Myths associated with second-language development.
- Assessment of cognitive and linguistic developmental stages of bi-literate and bicultural children.
- How a child’s sense of identity and self-esteem impacts the quality of that child’s learning experiences and future academic success.

Some of the areas where this knowledge can be applied are education, public policy, social work, the non-profit sector, and community-based organizations. Students must complete three required courses:

**Required Courses**

- CD 434 Literacy Development in Second Language Learners (Capstone Course) (3)
- CD 436 Socio-Cultural Issues in Biliteracy Education (3)
- CD 442 Methods for Second Language Learners (3)

**Early Intervention – Concentration II**

The Early Intervention concentration is anchored in the principles that serious developmental problems can be screened early in life and that infants develop within the dynamic interacting contexts of the family, society, and culture in which they live. Specifically, the field of infant mental health is grounded on the principle that early relationship-based intervention in the context of family, community, and culture can support socio-emotional and behavioral development and help children at risk and their families prevent future developmental problems.

This is an increasingly interdisciplinary field that includes areas such as special education, pediatrics, social work, public policy, and physical and occupational therapy. The early intervention specialist acts as the consultant for parents, caretakers, physicians, and teachers in the development of the brain, emotions, and behavior of young children. This emerging role provides leadership, education, and methods for prevention, assessment, and treatment of socio-emotional problems, and developmental delays in infants and young children in the contexts of their primary relationships. Students must complete three required courses:
Required Courses
- CD 435 Autism Spectrum Disorders (Capstone Course) (3)
- CD 457 Observation and Assessment of Differently Abled Young Children (3)
- ECE 216 Infant-Toddler Care and Education (3)
- OR CD 219 Inclusive Practices for Young Children (3)

School-Age - Concentration III
The School-Age Concentration prepares students to work with culturally and linguistically diverse children ages 5 to 12 years old. Students who select this concentration will be able to:
- Implement pedagogy that integrates language, reading, math, and visual and performing arts.
- Articulate how these conceptual systems interrelate as students effectively apply them to the developmental milestones within each discipline.
- Interpret information needed to define the task of language learning and justify a set of goals and appropriate learning opportunities for children.
- Relate specific instances of curriculum design to historical and current perspectives on language learning and teaching.
- Analyze and implement authentic and systematic observations, documentation strategies, and other effective assessment strategies in the context of family partnerships in order to positively influence children's development and learning. This concentration will enable students to pursue careers in education and education support programs, after-school programs, child advocacy, counseling, social work, community-based and public agencies, and in a variety of other fields.

Students must complete three required courses:
- CD 436 Socio-Cultural Issues in Biliteracy Education (3)
- OR EDU 300 Liberal Studies Gateway Experience (3)
- CD 440 Appropriate Practices Across the Curriculum Through Pedagogy (Capstone Course) (3)
- CD 442 Methods for Second Language Learners (3)

General - Concentration IV
Required Courses: Students choose nine units of upper-division child development coursework under concentrations I, II, or III.

Dual concentration: Early Intervention and Early Biliteracy Development - Concentration V
Students must complete six required courses:
- CD 434 Literacy Development in Second Language Learners (Capstone Course) (3)
- CD 436 Socio-Cultural Issues in Biliteracy Education (3)
- CD 442 Methods for Second Language Learners (3)
- CD 435 Autism Spectrum Disorders (Capstone Course) (3)
- CD 457 Observation and Assessment of Differently Abled Young Children (3)
- ECE 216 *Infant-Toddler Care and Education* (3)
- OR CD 219 *Inclusive Practices for Young Children* (3)

**Electives**

- 18 units of electives for School Age, General, Early Intervention and Early Biliteracy Development concentrations
- Nine units of electives for the Dual: Early Intervention and Early Biliteracy Development concentration:
  - CD 219 *Inclusive Practices for Young Children* (3)
  - CD 254 *Adult Supervision: Program and Professional Assessment* (2)
  - CD 351 *Child Development in Multicultural Contexts* (3)
  - ECE 102 *Principles of School-Age Child Care* (3)
  - ECE 104 *The School-Age Child* (3)
  - ECE 109 *Child Development in Multicultural Contexts* (1)
  - ECE 111 *School-Age Curriculum* (3)
  - ECE 212 *Creative Experiences for Children* (1)
  - ECE 213 *Emergent Literacy in Early Childhood* (1)
  - ECE 215 *Management of Child Care Settings* (3)
  - ECE 216 *Infant-Toddler Care and Education* (3)
  - ECE 217 *Administering a Family Child Care* (1)
  - ECE 218 *Early Childhood Environments* (1)
  - ENG 401 *Multiethnic Children’s Literature* (3)

*Note:* Elective courses can be chosen from either general education courses, B.A. in Child Development concentration and core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.

**Program Data**

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the *Bachelor of Arts in Child Development* relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Criminal Justice

Mission

The B.A. in Criminal Justice program mission is to provide students a foundation in the theories of criminal justice from which they can solve contemporary problems related to law enforcement, the court systems, and corrections in diverse, cross-cultural, and multicultural settings.

Vision

The B.A. in Criminal Justice program vision is that it is locally and nationally recognized for its contemporary, multidisciplinary, and contextual approach to understanding crime, its enforcement, and its adjudication in diverse, multicultural, and cross-cultural settings.

Goals

The Bachelor of Arts (B.A.) in Criminal Justice program is designed to develop the skills and knowledge for a career in law enforcement, the courts, community agencies, and corrections. Students gain knowledge of how the criminal justice system (adult and juvenile) operates, and they analyze major issues at various stages in the system. Students learn to apply theoretical approaches to the analysis and development of criminal justice policy in the context of a diverse, multicultural society. They learn to apply analytical and experiential approaches to criminal justice issues in multicultural communities. Students examine crime, justice, and violence from a multi-disciplinary perspective, and they critically evaluate the nature and causes of crime and the relationship between offenders and victims. The program emphasizes the influence of the community on criminal behavior, and how the community impacts crime and justice. Students choose from one of two concentrations: Restorative Justice and Community Change or Crime and Criminology.

Concentrations

Restorative Justice and Community Change

The Restorative Justice and Community Change concentration explores theoretical approaches, policies, and practices which emphasize repairing the harm caused by criminal behavior to the victim and community, and reintegrating the offender back into the community. Students examine the joint responsibilities of criminal justice agencies and multicultural communities in reducing crime and violence. Students also examine community and societal attitudes toward victims of crime, including domestic violence, and how these attitudes may vary across cultural, gender, and class lines.

Crime and Criminology

The Crime and Criminology concentration is designed to utilize theoretical approaches, research findings, and policy analysis in the study of crime, criminal behavior, and criminal investigations. Students examine crime scene investigations as they learn the importance of assessing a crime scene and working with witnesses and suspects. The concentration emphasizes the impact of drugs, gangs, and organized crime on individuals, the community, and society. It also emphasizes the role of multicultural communities in reducing violence and crime victimization, and the role of psychological disorders on criminal behavior.

Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Arts Degree in Criminal Justice, the student must:
- Complete a minimum of 121 units of college credit.
- Satisfy 49 units of NHU General Education Breadth requirements as described in this catalog.
- Meet requirements for major as described below.
- Complete a minimum of 36 upper division units in Criminal Justice.
- Attain an overall grade point average of “C” (2.0) or higher with a “C” (2.0) or higher in all required and elective Criminal Justice courses in the program.

In addition, students must:
- File a Petition to Graduate form to the Department Chair.
- Ensure that all financial obligations to NHU have been met, including payment of outstanding fees.

### Degree Requirements

- **General Education Courses** ................................................................................................................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
- **Criminal Justice Courses** ................................................................................................................................. 48 units
  - Lower Division (12)
  - Upper Division (24)
  - Concentration (12)
- **Elective Courses** .................................................................................................................................................. 24 units

**Total = 121 units**

*Note: Elective courses can be chosen from either general education courses, B.A. in Criminal Justice concentration and core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.*

### Curriculum

*Note: Courses with a “W” after the course number are offered online.*

**Lower Division (12 units)**

- CRJS 100W Criminal Justice Foundations (3)
- CRJS 101W Contemporary Criminal Justice Systems (3)
- CRJS 205W Law Enforcement in a Multicultural Society (3)
- CRJS 210W Criminal Law and Procedure (3)

**Upper Division (24 units)**

- CRJS 310W American Criminal Courts: Structure and Function (3)
- CRJS 311W Corrections in American Society (3)
- CRJS 320W Crime and Criminology (3)
- CRJS 330W Writing and Interviewing Skills in Criminal Justice (3)
- CRJS 390W Research Methods and Data Analysis in Criminal Justice (3)
- CRJS 300W Juvenile Delinquency and Juvenile Justice Reform (3)
- POL 400W Latinos and the Law (3)

Concentration Requirements (12 units)

Students must select a concentration.

**Restorative Justice and Community Change**

Required Courses:
- CRJS 420W Restorative Justice and the Community (3)
- CRJS 435W Police and the Community (3)
- CRJS 441W Victimology and Domestic Violence (3)
- CRJS 437W Community Organizations and Criminal Justice Issues (3)

**Crime and Criminology**

Required Courses:
- CRJS 445W Crime Scene Investigation and Evidence (3)
- CRJS 350W Drugs, Gangs, and Organized Crime (3)
- PSY 315W Psychological Disorders and Crime (3)
- CRJS 441W Victimology and Domestic Violence (3)

**Program Data**

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. [Click here to find detailed information](#) on the Bachelor of Arts Degree in Criminal Justice relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Education

Mission
The mission of the Master of Arts in Education (M.A.Ed.) program is to provide an opportunity for teachers to explore issues that directly affect students in California’s culturally and linguistically diverse schools.

Vision
The vision of the M.A.Ed. program is to provide an education that prepares teacher leaders with a deep understanding of cultural and educational concepts, tools of inquiry, and structures of the discipline(s).

Goals
The M.A.Ed. program strives to advance the knowledge and skill of educators in curriculum development and instructional pedagogy in order to reduce the achievement gap in underprepared or underperforming students through extending and refining the instructional practices attained in their previous studies. The goals are to cultivate educators who:

- Embrace a professional ideal that includes educating students who respect people from all ethnic, linguistic, cultural, religious, and economic backgrounds, as well as of various genders, sexual orientations, ages, and abilities.
- Enhance professional abilities through advanced knowledge, theory, research, and teaching practice.
- Compare changes in social conditions that affect educational success.
- Emphasize and promote individual empowerment through multiple ways of learning and understanding and through the enhancement of instruction skills.
- Emphasize critical teaching styles and reflective practice.
- Analyze and reflect on cross-cultural educational practices as they relate to student achievement and classroom instruction.
- Use research, data, and technology in teaching to guide instruction.

Learning Objectives
Students enrolled in the M.A.Ed. program at NHU will have the opportunity to:

- Develop a solid foundation in educational pedagogy and use this knowledge to educate students to respect people from all ethnic, linguistic, cultural, religious, and economic backgrounds, as well as of various genders, sexual orientation, ages, or abilities.
- Demonstrate professional competence and leadership through advanced knowledge, research, teaching methodology, and assessment practices.
- Communicate ideas and information to diverse audiences through multiple media about critical pedagogy, reflective analysis, and informed decision making.
- Demonstrate an understanding of the factors and changes in societal conditions that affect educational success.
- Analyze and reflect on cross-cultural educational practices as they relate to equity, student achievement, and classroom instruction.
- Understand, evaluate, and apply research, data, and technology to guide educational practices.

Program of Study
The M.A.Ed. in Teaching and Learning requires 33 semester units of graduate work. Courses taken at the 500 level may also be applied toward the Master in Education program. Transfer and/or extension credits are only accepted when the credits are acceptable for master’s degree credit and when the objectives and requirements match the corresponding NHU 600-level courses. At least 18 units must be completed in residence.

Candidates must maintain a GPA of 3.0 in all coursework. Only courses with “A,” “B,” or “C” grades are counted to satisfy requirements for the degree. Required courses with a grade of “D” or “F” must be repeated. Master’s students must abide by satisfactory academic progress policies as stated in this NHU catalog.

Completion Requirements
*Note: Courses with a “W” after the course number are offered online.*

The M.A.Ed. in Teaching and Learning requires:
- 33 semester units of graduate work. Courses taken in the Teacher Credential Program (EDU 508, 515, 567, and 520) may also be applied toward the master’s program.
- Transfer and/or extension credits are only accepted when the credits are acceptable for master’s degree credit and when the objectives and requirements match the corresponding NHU 600 courses.
- At least 18 units must be completed in residence.
- Candidates must maintain a GPA of 3.0 in all coursework. Only courses with “A,” “B,” or “C” grades are counted to satisfy requirements for the degree. Required courses with a grade of “D” or “F” must be repeated.

Teaching and Learning Specialization
The specialization in Teaching and Learning prepares educators to become leaders in their field by helping to support diversity and equity in the classroom. With this program, educators can develop professional, specialized skills that can enhance their ability to address diversity and the achievement gap. Using current research on the needs of English language learners as a foundation, the program is designed to help educators learn valuable techniques for improving teaching methods and student achievement in multicultural settings.

Educators will have the opportunity to gain insight on creating an environment of acceptance and equity in their classroom. They can benefit from the latest research on best teaching practices, lesson planning, and the design of educational activities, all with an emphasis on meeting the needs of a culturally diverse student population.

Core Courses (18 units)
- EDU 608/608W *Educational Foundations in Today’s Society* (3)
- EDU 615/615W *Diversity in the Classroom* (3)
- EDU 620/620W *Second Language Acquisition and Development* (3)
EDU 667/667W Instructional Strategies for English Learners (3)
EDU 697/697W Research in Education (3)
EDU 698/698W Analyzing and Synthesizing Research (3)

Teaching and Learning Courses (15 units)
EDU 600/600W Teaching and Learning: From Theory to Practice (3)
EDU 601/601W Social Justice, Diversity, and Equity in the Classroom (3)
EDU 602/602W Differentiated Instruction for Diverse Classrooms (3)
EDU 603/603W Using Data to Improve Teaching and Learning (3)
EDU 604/604W Curriculum and Instruction for Increased Learning (3)

Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Master of Arts in Education (M.A.Ed) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Mathematics and Science

Mission
The mission of the Associate of Science (A.S.) in Mathematics and Science programs is to provide a rigorous education that will prepare students for further study and careers involving mathematics, science, and engineering.

Vision
The vision of the A.S. in Mathematics and Science programs is to offer a group of courses that will provide students with a solid foundation in calculus, chemistry, engineering, and physics, including both theory and real-life experiences. The programs aim to prepare students for:

- A seamless transition to another institution with junior standing in mathematics, engineering, or a science-related major
- Entry into the technical workforce

Goals
The goals of the mathematics and science curricula are to:

- Provide an opportunity for students of all socioeconomic and academic backgrounds to pursue an education in science and/or mathematics.
- Develop the student’s ability to apply knowledge of calculus, chemistry, engineering, and physics.
- Advance the student’s analytical thinking and problem-solving skills.
- Instill in students the ability to use the techniques, skills, materials, modern equipment, and tools necessary for competency in math, science, and engineering fields.
- Enhance the student’s teamwork and communication skills essential to success in a technical career.

Associate of Science Degree in Mathematics and Science
The goals of the curriculum in the A.S. in Mathematics and Science are twofold:

- Prepare the student to transfer to a bachelor’s program in math, science, engineering, and related fields at another institution.
- Provide the student with basic knowledge and skills in mathematics and science to enter the workforce.

Completion Requirements
To meet the academic requirements for graduation with an A.S. in Mathematics and Science, the student must complete a minimum of 70 units of college credit, including:

- A minimum of 32 units of general education to satisfy the General Education Breadth requirement.
- Four units of NHU core courses.
- All required mathematics and science courses (or their equivalent) (34 units).
- The attainment of an overall GPA of “C” (2.0) or higher.
**Degree Requirements**

- NHU Core Courses ..................................................................................................................... 4 units
- General Education Courses ..................................................................................................... 32 units
- Mathematics and Science Courses .......................................................................................... 34 units

**Total = 70 units**

**Curriculum**

**NHU Core Courses (4 units)**
- SCI 100 *Computer Applications for Scientists and Engineers* (3)
- INF 100 *Information Literacy* (1)

**General Education Courses (32 units)**
- See the General Education section of this catalog.

**Mathematics and Science Courses (34 units)**
- CHE 150A *General Chemistry for Scientists and Engineers I* (5)
- CHE 150B *General Chemistry for Scientists and Engineers II* (5)
- MAT 121 *Calculus and Analytic Geometry II* (4)
- MAT 122 *Calculus and Analytic Geometry III* (4)
- PHY 150A *General Physics I (Mechanics)* (4)
- PHY 150B *General Physics II (Electricity & Magnetism)* (4)
- PHY 150C *General Physics III (Heat & Light)* (4)
- PHY 150D *General Physics IV (Atomic Physics)* (4)

**Associate of Science Degree in Mathematics and Science with Engineering Concentration**

The curriculum in the A.S. in Mathematics and Science with Engineering concentration is designed to:

- Prepare the student to enter a 4-year university to obtain a bachelor’s degree for professional careers in related fields.
- Provide the student with the knowledge and skills to enter the workforce.

**Completion Requirements**

To meet the academic requirements for graduation with an A.S. in Mathematics and Science with Engineering concentration, the student must complete a minimum of 73 units of college credit, including:

- A minimum of 33 units of general education to satisfy the General Education Breadth requirement.
- Four units of NHU core courses
- All required mathematics, science, and engineering courses (or their equivalent) (36 units).
- The attainment of an overall GPA of “C” (2.0) or higher.
Degree Requirements

- NHU Core Courses ........................................................................................................................................... 4 units
- General Education Courses ............................................................................................................................... 33 units
- Mathematics and Science Courses ................................................................................................................... 36 units

Total = 73 units

Curriculum

NHU Core Courses (4 units)
- INF 100 Information Literacy (1)
- SCI 100 Computer Applications for Scientists and Engineers (3)

General Education Courses (33 units)
- See the General Education section of this catalog.

Mathematics and Science Courses (36 units)
- EGR 100 Introduction to Engineering (3)
- EGR 200 Engineering Mechanics – Statics (2)
- EGR 225 Introduction to Materials (3)
- EGR 250 Introduction to Circuit Analysis (4)
- MAT 121 Calculus and Analytic Geometry II (4)
- MAT 122 Calculus and Analytic Geometry III (4)
- MAT 220 Differential Equations (4)
- PHY 150A General Physics I (Mechanics) (4)
- PHY 150B General Physics II (Electricity & Magnetism) (4)
- PHY 150C General Physics III (Heat & Light) (4)

Associates Degree of Mathematics and Science with Geology Concentration

The curriculum in the AS in Mathematics and Science with Geology Concentration is designed to:
- Explore the complex and integrated processes shaping the Earth through time.
- Investigate fundamental geologic concepts, such as Earth materials, plate tectonics, weathering, natural disasters, the interaction of Earth’s four spheres, and evidence of life through time.
- Provide a strong foundation in calculus, chemistry, and physics to understand how these foundational disciplines interact in the Earth-science context.

Completion Requirements

To meet the academic requirements for graduation with an A.S. in Mathematics and Science with Geology Concentration, the student must complete a minimum of 60 units of college credit, including:
- General Education courses to meet a minimum of 60 transferable semester units.
- Eight required math and science courses (29 units).
- Students must complete all courses with a C or better to maintain a minimum of a 2.0 GPA.
Degree Requirements

- General Education Courses ........................................................................................................ 25 units
- Mathematics and Science Courses ............................................................................................ 29 units
- Elective Courses ........................................................................................................................ 6 units

Total = 60 units

General Education Courses (25 units)
- See the General Education section of this catalog.

Mathematics and Science Courses (29 units)
- GSC 150 Introductory Study of Planet Earth (3)
- GSC 150A Introductory Study of Planet Earth Lab (1)
- GSC 250 The Evolution of Earth and Life on Earth Through Time (3)
- MAT 121 Calculus and Analytic Geometry II (4)
- CHE 150A General Chemistry for Scientists & Engineers I (5)
- CHE 150B General Chemistry for Scientists & Engineers II (5)
- PHY 150A General Physics I (Mechanics) (4)
- PHY 150B General Physics II (Electricity & Magnetism) (4)

Electives (6 units)
- ANT 125 Human Understanding and Development (3)
- UNI 100 First-Year Seminar (3)
- GEO 200 Physical Geography (3)
- PHY 120 Physics (3)
- BIO 101 General Biology (3)
- BIO 101L General Biology Lab (1)

Associate of Science Degree of Mathematics and Science with Mathematics Concentration

The curriculum in the A.S. in Mathematics and Science with Mathematics Concentration is designed to:
- Provide students with a basic foundation of mathematical and applied mathematical concepts in disciplines such as calculus, differential equations, and physics.
- Prepare students for transfer to a four-year baccalaureate program in mathematics, applied mathematics, or mathematics with a preparation for secondary education.
**Completion Requirements**

To meet the academic requirements for graduation with an A.S. in Mathematics and Science with Mathematics concentration, the student must complete a minimum of 60 units of college credit, including:

- General Education courses to meet a minimum of 60 transferable semester units.
- Six required math and science courses (24 units). Students must complete all courses with a C or better to maintain a minimum of a 2.0 GPA.

**Degree Requirements**

- General Education Courses ........................................................... 25 units
- Mathematics and Science Courses ................................................. 24 units
- Elective Courses ................................................................. 11 units

Total = 60 units

**General Education Courses (25 units)**

- See the General Education section of this catalog.

**Mathematics and Science Courses (24 units)**

- MAT121 *Calculus and Analytic Geometry II* (4)
- MAT122 *Calculus and Analytic Geometry III* (4)
- MAT220 *Differential Equations* (4)
- PHY 150A *General Physics I (Mechanics)* (4)
- PHY 150B *General Physics II (Electricity & Magnetism)* (4)
- PHY 150C *General Physics III (Heat & Light)* (4)

**Electives (11 units)**

- ANT 125 *Human Understanding and Development* (3)
- UNI 100 *First-Year Seminar* (3)
- GEO 200 *Physical Geography* (3)
- PHY 120 *Physics* (3)
- BIO 101 *General Biology* (3)
- BIO 101L *General Biology Lab* (1)
- GSC 150 *Introductory Study to Planet Earth* (3)
- GSC 150A *Introductory Study to Planet Earth Lab* (1)

**Associate of Science Degree of Mathematics and Science with Physics Concentration**

The curriculum in the A.S. in Mathematics and Science with Physics concentration is designed to:

- Provide students with a solid foundation of introductory-level physics concepts, such as mechanics, electricity, magnetism, heat, and light.
Help students gain a broad base of scientific and mathematical knowledge through explorations in mathematics and chemistry.

Prepare students for transfer to a four-year baccalaureate program in physics.

Completion Requirements

To meet the academic requirements for graduation with an A.S. in Mathematics and Science with Physics concentration, the student must complete a minimum of 60 units of college credit including:

- General Education courses to meet a minimum of 60 transferable semester units.
- Seven required math and science courses (30 units).
- Students must complete all courses with a C or better to maintain a minimum of a 2.0 GPA

Degree Requirements

- General Education Courses ................................................................. 25 units
- Mathematics and Science Courses ...................................................... 30 units
- Elective Courses ................................................................. 5 units

Total = 60 units

General Education Courses (25 units)

- See the General Education section of this catalog.

Mathematics and Science Courses (30 units)

- MAT121 Calculus and Analytic Geometry II (4)
- MAT122 Calculus and Analytic Geometry III (4)
- PHY150A General Physics I (Mechanics) (4)
- PHY150B General Physics II (Electricity & Magnetism) (4)
- PHY150C General Physics III (Heat & Light) (4)
- CHE150A General Chemistry for Scientists & Engineers I (5)
- CHE150B General Chemistry for Scientists & Engineers II (5)

Electives (5 units)

- ANT 125 Human Understanding and Development (3)
- UNI 100 First-Year Seminar (3)
- GEO 200 Physical Geography (3)
- PHY 120 Physics (3)
- BIO 101 General Biology (3)
- BIO 101L General Biology Lab (1)
- GSC 150 Introductory Study to Planet Earth (3)
- GSC 150A Introductory Study to Planet Earth Lab (1)
Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Associate of Science (A.S.) in Mathematics and Science relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Psychology
The Bachelor of Arts in Psychology program provides students with a broad and rich understanding of psychology and its relevance for a diverse and global society. Students apply psychological theories to current issues in psychology and increase their understanding of the importance of individual and community responsibility, civic engagement, and cross-cultural competence. The program is guided by a philosophy in which students apply what they learn in the classroom to multicultural collaboration; such collaboration helps individuals and communities transform themselves in ways that benefit the common good. In the process, students gain an understanding of human behavior that provides the foundation for developing skills applicable to a broad cross-section of academic disciplines and careers. Students choose from one of two concentrations: Community Psychology or Organizational Psychology.

Mission
The B.A. in Psychology program mission is to provide students with a comprehensive foundation in the science of psychology and from which they can apply these principles in diverse, cross-cultural, and multicultural settings to improve the condition of individuals, families, and communities.

Vision
The B.A. in Psychology program vision is that it is nationally recognized for (a) focus on cross-cultural and multicultural applications, (b) relevance to Hispanic communities and those who serve them, and (c) intellectual development of community change leaders.

Concentrations
Community Psychology Concentration
The Community Psychology concentration is designed to utilize theories, concepts, and findings from the field of psychology to understand and effect change in diverse communities. Courses address individual behavior in diverse communities. Through understanding aspects of community dynamics, students learn ways to use psychology to approach individual and community change through promoting wellness and resiliency. Students explore strategies for engagement through the perspective of participatory research and learn how to apply these basic research principles to action and change that respects cultural diversity of the communities being served.

Organizational Psychology Concentration
The growth of international and virtual organizations has changed the nature of work. The Organizational Psychology concentration focuses on the role of psychology in understanding organizations, as well as ways to optimize productivity and human potential in the workplace. Coursework emphasizes principles and methods that address the challenges people face in the workplace, as well as strategies and techniques designed to impact organizational and individual effectiveness in diverse workplace environments. Topics include business culture, organizational behavior, human resources management, leadership, and motivation. Students learn to apply psychological principles to organizations.

Learning Outcomes
As a result of the Bachelor of Arts in Psychology program, students will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology in multicultural contexts.
- Explain and apply basic research methods in psychology, including research design and data analysis and interpretation.
- Use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes in multicultural and cross-cultural contexts.

- Describe and apply psychological principles to personal, social, organizational, and community issues and articulate how those principles may vary in different contexts.

- Evaluate situations in which relevant information is unclear, use knowledge of ethical approaches, assess one’s value systems as well as those of others, and reflect other values that are the underpinnings of psychology as a social science serving a global society.

- Apply knowledge of psychological principles that demonstrates the ability to engage in effective and responsive interactions with people from diverse backgrounds and cultural perspectives.

Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Arts Degree in Psychology, the student must:

- Complete a minimum of 121 units of college credit.
- Satisfy 49 units of NHU General Education Breadth requirements as described in this catalog.
- Meet requirements for major as described below.
- Complete a minimum of 45 upper division units.
- Attain an overall grade point average of “C” (2.0) or higher with a “C” (2.0) or higher in all required and elective Psychology courses in the program.

In addition, students must:

- File a Petition to Graduate form to the Department Chair.
- Ensure that all financial obligations to NHU have been met, including payment of outstanding fees.

Degree Requirements

- General Education Courses ........................................................................................................ 49 units
  - Lower Division (40)
  - Upper Division (9)
- Psychology Courses .................................................................................................................. 51 units
  - Lower Division (18)
  - Upper Division (18)
  - Concentration (15)
  - (12 units for Organizational Psychology, 15 units for Community Psychology)
- Elective Courses ..................................................................................................................... 21 units

Total = 121 units

Note: Elective courses can be chosen from either general education courses, B.A. in Psychology concentration and core courses, or courses from any of NHU’s bachelor’s degree programs (3-6 units of electives must be taken at the upper division level, depending on concentration). Individual course prerequisites and course upper and division distinctions apply.
Curriculum

Note: Courses with a “W” after the course number are offered online.

Lower Division (18 units)
- PSY 100W Introduction to Psychology (3)
- PSY 110W Psychology in the Contemporary World (3)
- PSY 205W Social Psychology (3)
- PSY 210W Learning and Cognition (3)
- PSY 215W Cross-Cultural Psychology (3)
- PSY 230W Motivation and Emotion (3)

Upper Division (18 units)
- PSY 305W Development Across the Lifespan (3)
- PSY 317W Brain and Behavior (3)
- PSY 331W Methods in Social Science Inquiry (3)
- PSY 335W Data Analysis and Evaluation (3)
- PSY 341W Theories of Personality (3)
- PSY 350W Latino Psychology (3)

Concentration Requirements (12 - 15 units)
- Students must select a Concentration.

Organizational Psychology

Required Courses – 12 units
- BUS 101W Introduction to Business (3)
- BUS 381W Organizational Behavior in Multicultural Organizations (3)
- BUS 382W Human Resource Management (3)
- PSY 470W Psychology of Leadership (3)
- PSY 474W Applying Psychological Principles to Organizations (3)

Community Psychology

Required Courses – 15 units
- PSY 360W Role of Individual in Community Engagement (3)
- PSY 450W Community Mental Health (3)
- PSY 460W Application of Psychology to Social Issues (3)
- PSY 461W Community Change Through Participatory Action Research (3)
- PSY 462W Leading Community Engagement (3)
Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Bachelor of Arts in Psychology relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Teacher Education Credentials

Mission

The mission of the Teacher Education Credential programs is to prepare teachers who are effective with an increasingly diverse student population with a variety of educational, social, and health needs. The Department of Teacher Education provides the opportunity for teacher candidates to acquire the knowledge and skills needed to instruct and prepare all students for the next century.

Vision

The vision of the Teacher Education Credential programs is to provide an education that prepares teacher leaders who have a deep understanding of cultural and educational concepts, tools of inquiry, and structures of the discipline(s) and who can create learning experiences that make these aspects of subject matter meaningful for students.

Goals

The goal of the Teacher Education Credential Programs is to prepare candidates for the Multiple Subject or Single Subject Credential (English, Mathematics, History-Social Science, Science, Art, Physical Education, and Spanish) or Mild to Moderate Education Specialist Credential as well as for California Teachers of English Learners (CTEL/CLAD) certificates and bilingual authorization in Spanish.

2042 Preliminary Multiple Subject Credential

Degree Requirements

- Prerequisite Courses ................................................................................................................. 6 units
- Credential Courses .................................................................................................................. 34 units

Total = 40 units

Curriculum

Prerequisites (6 units)

- EDU 508 Educational Foundations (3)
- LIN 406 Comparative Linguistics (3)

Credential Courses (34 units)

- EDU 514 Effective Teaching and Learning (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 516 Classroom Field Experiences and Seminar (1)
- EDU 520 Second Language Learners (3)
- EDU 522 Methods: Science Curriculum and Instruction (2)
- EDU 527 Methods: Mathematics Curriculum and Instruction (2)
- EDU 529 Methods: History Social Science Curriculum and Instruction (3)
- EDU 530 Methods: Language Arts and Reading Curriculum and Instruction (requires subject matter competency) (6)
- EDU 531 Computer Technology for Teaching and Learning I (2)
- EDU 550 *Teaching Health Education* (requires CPR) (2)
- EDU 551 *Inclusive Educational Practices* (3)
- EDU 555 *Student Teaching* (requires subject matter competency) (4)

Before recommendation is made to the California Commission on Teacher Credentialing (CCTC), NHU will verify that Multiple Subject candidates have met Subject Matter, U.S. Constitution, and fingerprint requirements and have successfully completed all examinations and tests (RICA, CBEST, CPR).

In addition, 2042 Preliminary Credential candidates must pass the four Teacher Performance Assessment (TPA) administered and scored by the university in collaboration with the CTC and ETS.

### 2042 Preliminary Single Subject Credential

**Credential Requirements**
- Prerequisite Courses ............................................................................................................... 3 units
- Credential Courses ................................................................................................................ 33 units

Total = 36 units

**Curriculum**

**Prerequisite (3 units)**
- EDU 508 *Educational Foundations* (3)

**Credential Courses (33 units)**
- EDU 514 *Effective Teaching and Learning* (3)
- EDU 515 *Cultural Diversity in the Classroom* (3)
- EDU 516 *Classroom Field Experiences and Seminar* (1)
- EDU 520 *Second Language Learners* (3)
- EDU 524 *Secondary Content Methods: Curriculum and Instruction* (subject matter competency) (6)
- EDU 530 *Methods: Language Arts and Reading Curriculum and Instruction* (6)
- EDU 531 *Computer Technology for Teaching and Learning I* (2)
- EDU 550 *Teaching Health Education* (requires CPR) (2)
- EDU 551 *Inclusive Educational Practices* (3)
- EDU 555 *Student Teaching* (requires subject matter competency) (4)

Before recommendation is made to the CCTC, NHU will verify that candidates have met Subject Matter Completion, U.S. Constitution, and fingerprint requirements and have successfully completed all required examinations such as BCLAD, CBEST, and CPR. In addition, candidates must pass the CCTC/ETS-designed TPAs, which are administered and scored by NHU.

### Education Specialist Mild to Moderate Special Education Preliminary Credential

NHU is authorized by CCTC to issue a Mild to Moderate Preliminary Special Education Credential to students who complete the prerequisites and general and core requirements of the credential. Before recommendation is made to the CCTC, NHU will verify that candidates have met Subject Matter competency, U.S. Constitution, and fingerprint requirements and have successfully completed the
Reading Instruction Competency Assessment (RICA) examination if applicable, and NHU-required examinations.

**Credential Requirements**

- Prerequisite Courses .......................................................... 5 units
- General Requirements .......................................................... 20 units
- Core Requirements ............................................................. 15 units

**Total = 41 units**

**Curriculum**

**Prerequisites (5 units)**

- EDU 508 Educational Foundations (3)
- EDU 531 Computer Technology for Teaching and Learning I (2)

**General Requirements (23 units)**

- EDU 514 Effective Teaching (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 516 Classroom Field Experiences and Seminar (1)
- EDU 520 Second Language Learners (3)
- EDU 530 Methods: Language Arts and Reading Curriculum and Instruction (requires subject matter competency) (6)
- EDU 531 Computer Technology for Teaching and Learning I (2)
- EDU 550 Teaching Health Education (requires CPR) (2)
- EDU 551 Inclusive Educational Practices (3)

**Core Requirements (15 units)**

- EDU 555 Student Teaching Practicum (4) (requires subject matter competency)
- SPED 500 Assessment and Instructional Planning (2)
- SPED 501 Behavioral Management and Intervention (3)
- SPED 502 Curriculum and Instruction Adaptations (3)
- SPED 503 Teaching Mild to Moderate Students (3)

**Intern Credential**

California offers an Intern Credential that allows individuals to be the teacher of record while completing a California accredited preliminary credential program. An Intern Credential is issued to a qualified candidate for two years by the CCTC. Under special circumstances, NHU may request a one-year extension of the Intern Credential.

**Completion Requirements**

- Passage of CBEST
- Enrollment in an NHU Multiple Subject, Single Subject, or Special Education Credential program
- 50% or more employment with letter from district confirming employment
- CSET: must show official scores of all required sections of the CSET taken and passed or possibly a waiver for Single Subject holders from a four-year California-accredited college or university
- Official transcripts of B.A./B.S. degree
- Proof of a U.S. Constitution test or course from a regionally accredited college or university
- 120 pre-service semester hours which includes EDU 520, 2nd Language Learners
- Enrollment in EDU 565 *Intern Teaching Practicum* upon issuance of credential by the Teacher Commission

**2042 Multiple and Single Subject Clear Credential**

Teachers holding a 2042 Preliminary Credential must have a CL855 letter from their district releasing them from the induction program prior to entering the IHE program to Clear Credential. The following courses are required along with support from university supervisor.

**Required Course Work**

- EDU 561 *Creating an Inclusive Classroom* (2)
- EDU 562 *Universal Access – Equity for All Students* (3)
- EDU 567 *Teaching English Language Learners* (3)
- EDU 570 *Context of Teaching* (3)
- EDU 571 *Study and Implementation of Pedagogy* (3)
- EDU 572 *Engaging and Supporting Students in Learning* (3)

**Clear Education Specialist Credential**

The emphasis of the program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their role in providing effective instruction and an environment for student success. The purpose of the Clear Education Specialist Credential Program is to provide a mechanism for the successful induction of a new professional special educator. This requires collaboration and shared responsibility among the candidates, university advisor, and support provider. In accordance with CCTC, the Clear Education Specialist Credential Program includes collaboration with the teacher’s employer, multiple opportunities for support and professional development, individualized induction plan (IIP), and advance coursework. The goal is to assist the candidates with demonstrating more effective instruction in order to provide an environment for student success to increase teacher retention and job satisfaction.

**Completion Requirements**

Students who enter into the Clear Education Specialist Credential Program will complete:

- Four courses, for a total of 12 units.
- The requirements associated with the induction program set in their current work environment. Students will receive supervision support from NHU faculty advisor/supervisor.

**Required Courses (12 units):**

- SPED 505 *Collaboration in Special Education* (3)
- SPED 506 *Advanced Curriculum in Special Education* (3)
- SPED 508 *Behavioral Interventions in Special Education* (3)
- SPED 509 *Transitional Planning in Special Education* (3)
Autism Spectrum Disorder Authorization

No longer rare and unusual, Autism Spectrum Disorders (ASD) affect more and more children every year and may cause disruption in families and in classrooms. In fact, approximately 1 in 110 children are currently diagnosed with ASD according to the Centers for Disease Control and Prevention.

The California Commission on Teacher Credentialing (CTC) standards implemented in the fall of 2011 allow candidates holding a Mild/Moderate credential to serve students with autism. The National Hispanic University’s 12-unit proposed program provides eligible candidates with a CTC-designated authorization to serve learners with Autism Spectrum Disorders. The courses include relevant readings, activities, and field assignments to provide candidates with the knowledge and skills needed to effectively teach or work with students on the ASD spectrum. The authorization sequence is designed to provide the student with an orientation to the terms, characteristics, assessment techniques, and behavioral strategies associated with ASD and to a variety of teaching methods.

The Autism Spectrum Disorders added Authorization (ASDA) authorizes the holder to conduct assessments, provide instruction, and provide special education related services to individuals with a primary disability of autism across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.

The courses may also be valuable for teachers without the credentials required for the authorization and others who work with children on the autism spectrum. This group is welcome to take these courses individually or to successfully complete the entire program and receive a certificate of completion representing professional development. This group would not receive a credential authorization but could receive a professional development certificate.

Authorization Requirements

- Required Course Work - 12 units

Curriculum

- SPED 504 Autism Spectrum Disorders (ASD) Introduction (3)
- SPED 507 Autism: Teaching, Learning, and Assessment (3)
- SPED 510 Autism: Collaborative School Partnerships (3)
- SPED 511 Autism: Behavioral Support and Interventions (3)

Total = 12 units

CTEL (CLAD)/BCLAD Authorization

The CCTC has authorized NHU to offer the CTEL/BCLAD certificate to meet the growing demand for teachers who possess expertise to teach in culturally and linguistically diverse classrooms. BCLAD authorization includes CTEL, plus additional requirements listed separately below. The CTEL certificate provides instruction to prepare credentialed teachers in theory and methodologies for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to instruct linguistically and culturally diverse students in K-12.

CTEL/CLAD Course Work

Teachers may obtain the CTEL (formerly known as CLAD) certificate authorization by taking four courses, in addition to one prerequisite, if not already completed during undergraduate or credential studies.

Required Prerequisites (if not already completed)

- LIN 406 Comparative Linguistics (3)
### Required Courses
- EDU 508 *Educational Foundations or Sociology* (3)
- EDU 515 *Cultural Diversity in the Classroom* (3)
- EDU 520 *Second Language Learners* (3)
- EDU 567 *Advanced Teaching for English Language Learners* (3)

### CLAD Authorization
After successfully completing the four courses listed above, students will be recommended to the CCTC for CLAD authorization to be added to current credential. CCTC will grant and reissue the credential with the CLAD authorization.

### Bilingual Authorization
NHU is authorized to recommend a Bilingual Authorization in Spanish to better meet the growing demand for teachers who possess language expertise to teach in culturally and linguistically diverse classrooms. The Bilingual Authorization includes instruction for English Learners (EL). The types of Instruction for English Learners include:
- Instruction for English Language Development (ELD)
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

Teachers may obtain the bilingual authorization by doing one of the following:
- Passing scores on LOTE I–V; scores may not be older than five years
- Taking the four CTEL/CLAD courses, and passing LOTE III–V
- Completing BCLAD/Bilingual coursework (EDU 509, EDU 526, and EDU 510), and passing LOTE Test III

### BCLAD/Bilingual Authorization Coursework
- EDU 509 *Primary Language Literacy Development* (3)
- EDU 510 *Latino Culture* (3)
- EDU 526 *Primary Language Content Development* (3)

Teachers who hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Spanish do not need to take LOTE Test III to qualify for Bilingual Authorization in Spanish. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.

### Blended Bachelor of Arts - Teacher Credential
The Blended B.A.-Teacher Credential program is designed to work in conjunction with NHU’s Preliminary Multiple Subject Teaching Credential. The program provides a broad and rigorous educational experience that helps prepare candidates for teaching careers at the elementary level one year sooner than students who follow a more traditional pathway toward teacher licensure. This accelerated pathway leads concurrently to a B.A. and a Preliminary Multiple Subject Teaching Credential (California).

CCTC Integrated/Blended Program standards for credential preparation are met through the Blended B.A.-Teacher Credential.
Completion Requirements

To meet the academic requirements for graduation with a B.A. and Multiple Subject Credential, students must:

- Complete a minimum of 126 semester units
- Satisfy NHU General Education Breadth requirements (49 units)
- Meet requirements for the major (77 units)
- Complete a minimum of the University’s 30 semester units residency requirement
- Attain an overall GPA of “B” (3.0) or higher in the education course units
- Satisfy the writing skills requirement (pass the CBEST or Writing Portion of the Multiple Subject CSET)
- Pass the Multiple Subject CSET (subject matter competency)
- Pass the four required Teacher Performance Assessments
- Complete teaching portfolio
- Satisfy the U.S. History and Constitution requirement (take HIS 100 and HIS 201 or POL 101 and HIS 201)
- Pass the Reading Instruction Competence Assessment (RICA) for all Multiple Subject and Education Specialist credential candidates.
- Obtain CPR certification (infant, child, and adult).

Curriculum

General Education Courses (49 units)

- See the General Education section of this catalog.

Note: Before beginning coursework in the Blended B.A.-Teacher Credential major, students must:

- Complete the specific General Education coursework requirement.
- Have an overall cumulative GPA of 2.0 (or higher) on a 4.0 scale in their general education courses.

Note: Courses with a “U” below denote a cohort specific to the Blended B.A.-Teacher Credential program and into which education content and concepts will be introduced.

Courses in Major (77 units)

Lower Division (19 units)

- CD 100 Child Growth and Development (3) OR ECE 103 Child Growth and Development (3)
- ETH 265 Minorities in the United States (3)
- MAT 200 Conceptual Geometry (3)
- CS 120 Integrated Computer Applications (3)
- Electives (7)
Note: Elective courses can be chosen from either general education courses, B.A. in Child Development concentration and core courses, or courses from any of NHU’s bachelor’s degree programs. Individual course prerequisites and course upper and division distinctions apply.

**Upper Division (15 units)**

- MAT 312 Educational Statistics (3)
- ENG 401 Multiethnic Children’s Literature (3)
- ETH 400 Gender, Race, and Culture in American Society (3)
- GEO 300 Principles of Cultural Geography (3)
- HIS 313 California History (3)

**Education Major (43 units)**

- LIN 406 Comparative Linguistics (3)
- EDU 447 Theoretical Foundations of P.E. and Health Education for K-8 (3)
- EDU 508U Educational Foundations (3)
- EDU 514U Effective Teaching and Learning (3)
- EDU 516U Classroom Field Experience and Seminar (1)
- EDU 515U Cultural Diversity in the Classroom (3)
- EDU 520U Second Language Learners (3)
- EDU 522U Methods: Science Curriculum and Instruction (2)
- EDU 527U Methods: Mathematics Curriculum and Instruction (2)
- EDU 529U Methods: History-Social Science Curriculum and Instruction (3)
- EDU 531U Computer Technology for Teaching and Learning I (2)
- EDU 550U Teaching Health Education (2)
- EDU 551U Inclusive Educational Practices (3)

**CSET is required for the following 10 units**

- EDU 530U Methods: Language Arts and Reading Curriculum and Instruction (6)
- EDU 555 Student Teaching (4)

**Additional Teacher Credential Requirements**

**Examinations**

- RICA
- CBEST or Writing examination with CSET
- Multiple Subject CSET
- Teacher Performance Assessments
- CPR (infant, child, and adult)
Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Teacher Education Credential programs relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Translation and Interpretation

Mission

The mission of the Translation and Interpretation Certificate Program is to train bilingual students to a high level of professional competence in the arts of translation and interpretation.

Vision

The vision of the Translation and Interpretation Program is to provide the education and necessary tools to students so they can succeed as translators and interpreters in a highly competitive world.

Goals

The certificate program is a set of specific academic courses that is narrower in scope and objectives than a degree or major and is designed to be finished within one year.

To fulfill its vision, the Translation and Interpretation Program is committed to:

- Preparing interpreters and translators in the Spanish-English combination of languages.
- Offering students the opportunity to apply units earned in T&I courses toward the pursuit of other degree programs at NHU.

Objectives

Graduates from the program will learn:

- Techniques for simultaneous and consecutive interpretation and sight and text translation.
- Intra-language interpretation and reading comprehension techniques for education and learning in any discipline.
- Specialized vocabulary.

Entrance Requirements

To apply to the Translation and Interpretation Program, prospective students must fulfill the minimum entrance requirements:

- High school diploma or equivalent (GED)
- Fluency in both English and Spanish (ability to speak, read, and write at advanced level). This will be determined by placement examinations (English Accuplacer and English-Spanish translation test)

Completion Requirements

Students must complete 21 units of coursework to receive a certificate.

Required Courses

- T&I 205 Syntax and Discourse Analysis I (3)
- T&I 305 Translation Theory & Technique I (3)
- T&I 306 Interpretation Theory & Technique I (3)
Elective Courses (choose four)

- T&I 314 Translation: Banking, Commerce, and Finance (3)
- T&I 315 Translation: Political, Government, and International Relations (3)
- T&I 316 Spanish Medical Terminology: Anatomy and Physiology (3)
- T&I 318 Spanish Medical Terminology: Diseases and Treatment (3)
- T&I 410 Computers and Technology in Translation (3)
- T&I 413 Legal Translation (3)
- T&I 414 Legal Interpretation (3)

Program Data

The National Hispanic University is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information on the Translation and Interpretation Certificate Program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

Anthropology (ANT)

ANT 100 Introduction to Anthropology
3 units
Students will be provided with an overview of the discipline, which includes the study of the theory of evolution, the origins of mankind, early human cultures, and cultural systems in cross-cultural comparison. Students will gain an appreciation of what it has meant to be human in different places during different historical eras. Students will explore how humans adapt to, interpret, and affect the world in which they live.
Prerequisites: None

ANT 125 Human Understanding and Development
3 units
This course examines the human cycle in its sociocultural, psychological, and biological contexts. It offers a cross-cultural perspective on the life cycle, and, more generally, on what it means to be human.
Prerequisites: None

ANT 200W Gender and Sexuality
3 units
This course introduces students to the basic theories, principles, and applications of gender and gender differences. Students explore distinctions between sex and gender, masculinity and femininity, and sexuality and sexual orientation; gender differences in social behavior, perception, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussions and applications, students debunk myths surrounding sex and gender similarities and differences, and they apply theories to case examples and individual experiences.
Prerequisites: None

ANT 422 Cultures of Mexico
3 units
The course is a survey and analysis of the major cultures and civilizations of Mesoamerica. Students will learn about the nature and impact of the Spanish Conquest and Colonization, along with a review of contemporary status and issues of indigenous people in Mexico.
Prerequisite: Upper-Division Standing
Art (ART)

**ART 100 Art Appreciation**

3 units

This course is designed to provide an introduction to an understanding of the visual arts, including works of various media such as painting, sculpture, and decorative arts (ceramics, metal, textiles, furniture, etc.). Artwork will be viewed with attention to style, meaning, materials, and techniques used by individual artists within the milieu of history and society. Students will learn to recognize aesthetic qualities and to respond to them analytically.

*Prerequisites: None*

**ART 101W Introduction to Fine Arts**

3 units

This course introduces students to various art forms and art criticism. Topics include the elements that comprise a work of art and the commonalities that exist across the arts disciplines. Throughout the course, students analyze works of art, artistic techniques, and reactions to art; explore relationships between art and the context in which it was created; and develop skills in critiquing art. Students attend a local art exhibition, performance, or presentation as part of a course project.

*Prerequisites: None*

**ART 238 Visual and Performing Arts**

3 units

This course examines a wide range of visual and performing arts, with a concentration on classroom application and demonstration.

*Prerequisites: None*

Biology (BIO)

**BIO 101 General Biology**

3 units

This is an introductory level biology course that when combined with BIO 101L or another science lab unit fulfills the general education life science requirements. Students are introduced to fundamental principles, methods, and concepts in the following areas: (1) molecular biology, cell biology, and human genetics; (2) DNA, evolution, and diversity of life on earth; (3) structure and function of the human body, and genetic engineering; and (4) ecology and environmental science. The course objective is to foster the ability to think critically and independently regarding biological phenomena.

*Prerequisites: None*

Formerly BIO 100 Biology Lecture and Lab
**BIO 101L General Biology Lab**

1 unit

This is an introductory level biology lab course that when combined with BIO 101 fulfills the General Education life science requirements. Students are introduced to fundamental principles, methods, and concepts in the following areas: (1) molecular biology, cell biology, and human genetics; (2) DNA, evolution, and diversity of life on earth; (3) structure and function of the human body, and genetic engineering; and (4) ecology and environmental science. The course objective is to foster the ability to think critically and independently regarding biological phenomena. (Formerly BIO 100)

*Prerequisite: None*

**BIO 102W General Biology**

4 units

This course explores the biological intricacies of life through investigative inquiry. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions, application-based assignments, and hands-on lab work that emphasizes basic biology, cell biology, metabolism, genetics, evolution, ecology, and diversity. Students also gain an introduction to the scientific method. Through this course, students have the opportunity to increase their fundamental understanding of biology as it applies to everyday life.

*Prerequisites: None*

**Business (BUS)**

**BUS 101/BUS 101W Introduction to Business**

3 units

This course introduces the how and why of business and management as part of the U.S. capitalist system. The structure and functions of business are explored. Topics include business culture and the business context of Latino markets.

*Prerequisites: None*

Formerly BUS 101/BUS 101W Introduction to Business Administration

**BUS 107/BUS 107W Computer Applications for Business**

3 units

This course introduces the essential computer skills needed to become a leader in today's changing business environment. The course presents basic and intermediate features of common software applications, including word processing, presentation, database, and spreadsheet software applications. Students focus especially on the many applications of spreadsheet software in the business environment and demonstrate the ability to enter and format data and to use functions and calculations in order to solve business problems.

*Prerequisites: None*

Formerly BUS 291/BUS 291 Computer Applications for Business
**BUS 113/BUS 113W Professional Effectiveness in Business**

3 units

In this course, students examine determinants of effective self-management. Students explore the importance of self-efficacy for personal and professional success and complete a self-efficacy assessment. Students prepare professional development plans that guide their coursework throughout the program.

*Prerequisites: None*

*Formerly BUS 113/BUS 113W Personal and Professional Effectiveness: Self Leadership*

**Note:** This is a required first-term B.A. in Business Administration course and is non-transferable.

**BUS 120/BUS 120W Microeconomics**

3 units

This course introduces the role of market systems for solving production and distribution problems. Topics covered include consumer and producer theory, the behavior of firms, market equilibrium, monopoly and oligopoly, and the role of the government regulations.

*Prerequisites: MAT 100 or MAT 103W*

*Formerly BUS 120 Principles of Microeconomics*

**BUS 121 Macroeconomics**

3 units

This course deals with the organization of the economic order with concentration on macroeconomics. It is a brief summary of the development of the study of economics with a description of the private enterprise system. Forces affecting the national economy, money and credit, income, employment, prices, and monetary and fiscal theories and policies are explored.

*Prerequisites: None*

*Formerly BUS 121 and BUS 311 Principles of Macroeconomics*

**BUS 240/BUS 240W Financial Accounting**

3 units

This course covers the accounting process; recording transactions, preparing financial statements; forms of business organizations; and detailed study of select asset, liability, and owner’s equity accounts. Students perform ratio analyses.

*Prerequisites: None*

*Formerly BUS 240 General Accounting Principles*
**BUS 245 Managerial Accounting**
3 units
This course is designed to cover the fundamentals of managerial accounting. The course content includes the study of the nature and purpose of financial and managerial accounting, cash flow and financial statement analysis, cost behavior and break-even analysis, standard costing and variance analysis, and problem resolution. (Formerly BUS 340)

*Prerequisites: BUS 101 or BUS 101W and BUS 240 or BUS 240W*

**BUS 250 Legal Environments of Business**
3 units
This course examines the connection between ethics and law. Students analyze the law applicable to business institutions and their operations as affected by social forces on the development of law. Topics include the Uniform Commercial Code (UCC), federal and state employment law, torts, contracts, agency relationships, business ownership, and legal considerations in international business.

*Prerequisites: BUS 101 or BUS 101W*

**BUS 253/BUS 253W Law and Ethics in Business**
3 units
This course examines the connections between ethics and law in the business environment. Students analyze the law applicable to business institutions and their operations and address ethical conflicts in the American and international business scene. Topics include the Uniform Commercial Code (UCC), federal and state employment law, torts, contracts, and agency relationships.

*Prerequisites: None*

**BUS 260/BUS 260W Business Statistics**
3 units
This course covers the theory and application of probability and statistics for managerial decision making. Students learn to collect, analyze, and present data; evaluate and explain conclusions drawn for analyzing measurements of central tendency dispersion and probability distributions; compute correlation and regression analyses; and perform hypothesis testing. In addition, students apply modeling tools to analyze business problems and opportunities.

*Prerequisites: MAT 100 or MAT 103W*

**BUS 284/BUS 284W Business and Professional Writing**
3 units
This course introduces principles of effective business writing used in today’s organizations. Students apply best practices for business writing in a variety of formats, such as emails, reports, and presentations. The course focuses on effective techniques for virtual communication so that students learn to communicate effectively by knowing their audience, understanding their subject matter, and expressing themselves with clarity and distinction.

*Prerequisites: ENG 100 or ENG 100W*
BUS 314/BUS 314W Business Seminar: Owning Your Own Career
3 units
In this course students examine career-planning tools and apply resultant skills to develop résumés to be refined throughout the program. Students assess their progress toward achieving the personal and professional efficacy goals, as well as business skills objectives identified in BUS 113. The assessment is incorporated into the update of the BUS 113 development plan. Students familiarize themselves with the capstone project process and start the capstone journal.

Prerequisite: BUS 113 or BUS 113W, lower-division core courses completed and junior standing
Note: This course is nontransferable.

BUS 325 Business Communication
3 units
This course develops skills in oral and written communication. Emphasis is on clarity, authenticity, and creativity of language in presentations, and the role of interpretation as a key to understanding oral and written text. Students learn to apply language theory to business communication issues. Class lectures may address specific works drawn from interpretation and communication authors. (Formerly BUS 225)

Prerequisites: ENG 100 or ENG 100W, SPC 100 or SPC 100W

BUS 331/BUS 331W Small Business Management
3 units
This course examines legal forms of ownership, as well as management, finance, marketing, and accounting principles for small business. Topics include supply-chain and inventory management; staffing and leading a growing company; succession planning; ethics; government regulation, and strategies for a successful and profitable business venture.

Prerequisites: Lower-division core courses completed and junior standing

BUS 339/BUS 339W Operations Management
3 units
This course provides students with an overview of the concepts, methodologies, and applications of business operations management. Topics include supply chain, product design and management, process selection and design, process-flow analysis, managing quality, forecasting, and capacity planning.

Prerequisites: Lower-division core courses completed and junior standing
Formerly BUS 481 Operations Management

BUS 343/BUS 343W International Business and Operations
3 units
This course examines the major aspects of international business environments and operations with an emphasis on the strategic and operational issues that firms face when they do business abroad, including import-export procedures. Key themes include the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the socio-cultural aspects of doing business globally.

Prerequisites: BUS 339 or BUS 339W, lower-division core courses completed and junior standing
**BUS 344 Personal Financial Management**

3 units

The course was designed as an introduction to basic theory and application of personal finance principles and is directed toward the undergraduate student with little or no prior finance or accounting knowledge. The primary goal is to provide a foundation in personal finance to allow students to develop a financial plan that they can use to reach their individual life goals and objectives.

*Prerequisites: None*

**BUS 346W International Trade and Finance**

3 units

This course introduces students to international trade and finance. Emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, international banking, and trade agreements. International financial institutions of the Americas will be addressed.

*Prerequisites: Lower-division core courses completed and junior standing*

**BUS 351 Business Ethics**

3 units

This course examines ethical problems and conflicts encountered in both the American and international business scene. It explores the Judeo-Christian ethical system; values and ethics, situation ethics, the link between personal and business ethics; codes of ethics; and ethics and culture in international business. The course helps build an understanding of the relationship between knowing, doing, and being and its implications for business in a multicultural world. (Formerly BUS 251)

*Prerequisites: ENG 100 or ENG 100W*

**BUS 364W Managing Innovation and Change**

3 units

This course addresses the development and management of innovation processes in organizations. Topics include key concepts, models, and techniques of innovation and organizational change management. Students examine the drivers of change and the importance of personal creativity and social interaction for development and implementation of new ideas, services, products, and processes.

*Prerequisites: Lower-division core courses completed and junior standing*

**BUS 366W New Venture Development**

3 units

This course examines the steps and processes for starting a new business and managing it from the start-up stage forward. Students explore the formation of new business ideas and potential funding sources from an entrepreneurial viewpoint. Topics include start-up management and financial forecasting required for preparing a market-ready business plan.

*Prerequisites: Lower-division courses core completed and junior standing*
**BUS 368/BUS 368W Project Management**

3 units

This course provides the foundation for understanding project management from a management perspective by examining both the strategic and operations point of view. The course addresses project initiating, planning, executing, controlling and closing through the application of case studies and project scenarios.

*Prerequisites: Lower division core courses completed and junior standing*

**BUS 370/BUS 370W Marketing**

3 units

This course teases marketing principles and policies. It addresses the marketing functions of product, price, and promotion, as well as marketing process and management. Concepts covered include development of a marketing plan, competitive analysis, government regulations, and the integration of a marketing plan with activities of the business enterprise.

*Formerly BUS 370 Principles of Marketing (updated course description; included portions of BUS 376 Marketing Management)*

*Prerequisites: Lower division core courses completed and junior standing*

**BUS 372 Sales Techniques and Management**

3 units

This course teaches the importance of good salesmanship, personal qualifications, and management required for effective selling; psychological principles involved in selling; the sales interview; the salesman as a merchandiser; use of advertising; customer services; sales correspondence and records; and how to conduct a sales meeting.

*Prerequisites: BUS 370 or BUS 370W*

**BUS 375 Consumer Behavior**

3 units

This course reviews the cultural differences that exist among consumers within a multicultural community. The course analyzes cultural identity (its origins, customs, values, beliefs, philosophy, and language-based research methods) and focuses on ways to use this knowledge to better understand the consumer issues and challenges stemming from market globalization. (Formerly BUS 332)

*Prerequisites: BUS 101 or BUS 101W, BUS 370 or BUS 370W*

**BUS 377 Hispanic Marketing**

3 units

This course studies marketing management with a focus on Hispanic consumers as a significant factor for marketing management considerations in the United States. This course focuses on the traits, circumstances, and opportunities of the Latin American consumer market, as well as explores the unique attributes and cultural differences that help differentiate this market from other ethnic groups.

*Prerequisites: BUS 370 or BUS 370W*
**BUS 378/BUS 378W Marketing Communication**

3 units

This course helps prepare the student to develop targeted communication media (written, spoken, broadcast, and printed) that specifically support the marketing initiatives and strategies of any planned effort. Students will use the tools and skills of integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. Basic principles are applied to evaluate successful and failed marketing communications efforts. Examples and cases related to Latino markets will be included.

*Prerequisites: BUS 370 or BUS 370W, lower-division core courses completed and junior standing*

**BUS 380/BUS 380W Hispanic Marketing in a Multicultural Context**

3 units

This course addresses key issues in developing and implementing marketing strategy with emphasis on business environments that incorporate a Hispanic cultural perspective. Topics include relating marketing strategy to organizational strategy; research and forecasting approaches; competitive analysis; and implementation of marketing strategies.

*Prerequisites: BUS 370 or BUS 370W, lower-division core courses completed and junior standing*

**BUS 381/BUS 381W Organizational Behavior in Multicultural Organizations**

3 units

This course examines core concepts of human behavior in organizations. Topics include basic organizational and cultural processes, the individual in the organization, group dynamics, influencing others, and organizational change. Emphasis is placed on understanding the interdependency among the components and the totality of the organization. Organizational development and transformation in a diverse and global environment are addressed.

*Prerequisites: Lower-division core courses completed and junior standing*

Formerly BUS 381 Management and Organization Behavior

**BUS 382/BUS 382W Human Resource Management**

3 units

This course examines the concepts of the hiring process including recruitment, selection, and placement. Other topics include training, development, performance evaluation, job descriptions, diversity, roles and tasks, and career paths.

*Prerequisites: BUS 381 or BUS 381W, lower division core courses completed and junior standing*

**BUS 383/BUS 383W Human Resource Management Systems**

3 units

This course addresses the design of systems of rewards, manpower assessment, and development. It examines the interaction of selection, placement, training, personnel evaluation, and career ladders within an organization. The role of the staff manager is also covered. The course includes a critical examination of behavioral research versus language-oriented (interpretive) approaches for solving human resource management problems.

*Prerequisites: BUS 381 or BUS 381W, lower-division core courses completed and junior standing*

Formerly BUS 383/383W Human Resource Management Systems
BUS 384/BUS 384W Human Resource Development and Change
3 units
Students align human resource management functions and activities with corporate strategic goals. Strategies such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards are compared and contrasted. The impact on employee motivation and retention is also examined. Emphasis is placed on the role of language and culture as a key element in the practice of human resource management.

Prerequisites: BUS 381 or BUS 381W, lower-division core courses completed and junior standing

BUS 387/BUS 387W Management Theory and Practice
3 units
In this course students integrate classic management principles with current management practices. Topics include analysis of the environment of the organization; the four functions of management (planning, organizing, leading, and controlling); and managing cultural differences.

Prerequisite: Lower-division core courses completed and junior standing

BUS 389W Global Marketing
3 units
This course examines foundational concepts in global marketing. Examples and cases cover both developed and developing markets. Topics include culture and marketing; global and local competitors; cross-cultural consumer behavior and research; and intercultural marketing communications.

Prerequisites: BUS 370 or BUS 370W, lower-division core courses completed and junior standing

BUS 390/BUS 390W Business Strategy in a Global Economy
3 units
This course focuses on the opportunities and challenges faced by multinational enterprises when operating in the international arena. The course addresses the formulation and implementation of a global business strategy and examines complexities created by competition from emerging economies. The course emphasizes the role of language and culture as a key element in the practice of international business, including the concept of ethical action required in a multicultural global setting.

Prerequisites: BUS 240 or BUS 240W, BUS 370 or BUS 370W, BUS 381 or BUS 381W, lower division core courses completed and junior standing

BUS 401/BUS 401W Senior Capstone
4 units
This course provides a critical and integrative examination of business in a manner that incorporates the student’s personal experience, knowledge and skills developed throughout the program. Students apply culturally aware insights that bring new relevance to the practice of their profession. During this course students evaluate their progress in achieving the objectives in their personal and professional efficacy development plan begun in BUS 113 and updated in BUS 314. The feedback is applied to the preparation of the capstone project presentation that includes evaluation of a company’s strategy and recommendations to improve an organization’s competitive advantage.

Prerequisites: All upper-division core courses completed or in progress

 Formerly BUS 401 Senior Capstone Experience

Note: This course is nontransferable.
**BUS 431 International Business**

3 units

This course is a survey of the basic characteristics of international business. It explores how differences in religion, culture, and political, social, and legal environments affect the way business is conducted internationally and provides a conceptual framework for analyzing international business problems.

*Prerequisites: BUS 101 or BUS 101W*

*Formerly BUS 371 International Business*

**BUS 440/BUS 440W Financial Management**

3 units

This course addresses the time value of money, risk, securities valuation, and capital budgeting. The course examines the concepts of working capital management, long-term capital structure, and dividend policy.

*Prerequisites: BUS 240 or BUS 240W, BUS 260 or BUS 260W, lower-division core courses completed and junior standing*

**BUS 450/BUS 450W Strategic Management**

3 units

This course includes integrative study, case analysis, and discussion analyzing the interrelationships of managerial decisions and/or actions with and between the firm and its environment(s). It applies multidisciplinary techniques to diagnose and recommend actions.

*Prerequisites: Lower-division core courses completed and junior standing*

**BUS 476 International Marketing**

3 units

This course examines problems international business people must deal with and the ways they may be resolved and analyzed via case studies. It includes institutions, principles, and methods; the effect of national differences on business practices; and exporting and importing. (Formerly BUS 376)

*Prerequisites: BUS 370 or BUS 370W*

**BUS 480 Leadership**

3 units

This course emphasizes the development of leadership attributes and skills for promoting managerial effectiveness in problem solving and decision making within organizations. Focus is on developing abilities and insights for re-examining existing leadership styles and ways of thinking, anticipating change, and communicating a corporate vision clearly. The discussion of topics is guided by theories of self-organization and interpretive approaches to organization development. (Formerly BUS 380)

*Prerequisites: BUS 101 or BUS 101W*
Child Development (CD)

CD 100 Child Growth and Development
3 units
This course focuses on the study of psychological growth and development from the prenatal stages to adolescence. It emphasizes the process through which children move forward to physical, mental, social, and emotional maturity and the roles that their culture and natural learning environments play in their continuing development. The impact of cultural/ethnic variations on the lives of children, families, and society are explored. Individual differences in learning are discussed from within a culturally sensitive framework.

Prerequisites: None

CD 200 Child Development and Community Relationships
3 units
This course is a study of the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Special attention is given to cultural diversity, social class, gender roles, and their impact on family behavior, values, morals, and attitudes.

Prerequisites: CD 100 or ECE 103 or ECE 103W

CD 214/CD 214W Understanding Children’s Behavior: Social Emotional Guidance
3 units
This course focuses on understanding and analyzing young children’s behavior while fostering healthy social and emotional development in preschool and primary-age children. The course will provide students with strategies for creating theory-based, individualized, child-centered interventions and for establishing nurturing classroom learning communities in which all children feel safe, valued, and genuinely respected. The course will also provide an overview of guidance theories that focus on pro-social behavior while considering the child’s developmental level as well as family and cultural contexts.

Prerequisites: ECE 103 or ECE 103W or CD 100, and ECE 105 or ECE 105W

Formerly ECE 214 Understanding Children’s Behavior: Social Emotional Guidance

CD 219/CD 219W Inclusive Practices for Young Children
3 units
This course examines the four largest categories of exceptionality among young children: learning disabilities, speech and language impairments, developmental delays, and emotional disturbance. It identifies the various special needs of young children, including the gifted. This course also examines inclusive practices for children from birth to age 5, focusing on preschool-age environmental and curricular modifications. It specifically addresses ways to promote and support success in children within relationship-based child care. Students work on strategies for meeting the needs of individual children, including making adaptations and modifications in the environment and to the curriculum.

Prerequisites: ECE 103 or ECE 103W or CD 100, and ECE 105 or ECE 105W
**CD 252 Practicum in Child Development**

3 units

Combining field experience and seminars relating theory and research to practice, this course focuses on developing reflective practitioners who will become more aware of their own teaching styles in relation to curriculum planning and children's needs. Students focus on planning and implementing developmentally appropriate activities for culturally and linguistically diverse children, including children with special needs, while addressing the physical, social, emotional, and cognitive developmental domains.

**Prerequisites: Completion of 12 units in ECE or Child Development**

**CD 254 Adult Supervision: Program and Professional Assessment**

2 units

This course provides an in-depth study of effective management and supervision procedures in child development settings. It emphasizes the study of methods and principles of program planning and professional assessment, evaluation, and communication appropriate for individuals who supervise adult teachers and volunteers in child-development programs.

**Prerequisites: Completion of 12 units in ECE or Child Development**

**CD 314 Administering Child Development Programs: Center Management**

3 units

This course presents an overview of principles and practices of administration and supervision of child development programs, including licensing and other regulation requirements. Students examine program goals and philosophies, the laws relating to child care, professional advocacy for children and their families, principles of business and fiscal management, and the financial policies and procedures used in public and private programs.

**Prerequisite: Upper-division standing**

**CD 351 Child Development in Multicultural Contexts**

3 units

This course explores the concept of culture and examines human development as a cultural process. Students examine how cultural values impact childrearing practices and goals for a child's development. They analyze child development concepts, theories, and practices in relationship to various cultural values and the implications for professionals working in multicultural human services and education environments. Research paper is required.

**Prerequisite: Upper-division standing**

**CD 352/CD 352W Cognitive and Language Development**

3 units

This course covers theories and research on the stages of child language acquisition, first- and second-language learning, the relationship between language and cognition, and how they relate to the development of oral and written languages. Students focus on multicultural, language-rich environments that support language and literacy development of monolingual and dual-language learners in group-care settings and schools. Students also critically analyze current research on brain development in the first five years and its impact on developmentally appropriate practice for children.

**Prerequisite: Upper-division standing**
CD 353/CD 353W Play, Development, and Learning
3 units
Focusing on major theories of play and contemporary, research-based perspectives, including the relationships between play, child development, and learning, this course addresses the implications of play to the child’s socio-emotional, cognitive, and physical development. Students consider cultural and developmental perspectives, theories in practice, and a theoretical-methodological framework for structuring, observing, and analyzing play. Topics include stages of development of play from infancy through middle childhood from the perspectives of Piaget, Vygotsky, Elkind, Freud, Erickson, and Mead, as well as anthropological perspectives on play and culture.

Prerequisite: Upper-division standing

CD 434/CD 434W Literacy Development in Second Language Learners
3 units
This course examines the development of listening, speaking, reading, and writing in first and second languages as it relates to children’s socio-emotional, physical, and cognitive development. Students explore the social and psycholinguistic underpinnings of communicative competence, emerging literacy, and conceptual development in both home and second languages. With an emphasis on oral language and on literacy in children’s first language, this course encourages students to use these as a way to support children as they formally learn to speak, read, and write English.

Prerequisite: Upper-division standing

Note: This is a required capstone for the Early Biliteracy Development concentration.

CD 435/CDW 435 Autism Spectrum Disorders
3 units
This course examines the psychological, physiological, social, and educational characteristics of children ages 18 months to 5 years who have been identified as having an Autism Spectrum Disorder (ASD). Topics include ASD etiology, assessment, diagnosis, and empirically proven treatments and educational strategies.

Prerequisite: Upper-division standing

Note: This is a required capstone for the Early Intervention concentration.

CD 436/CD 436W Socio-Cultural Issues in Biliteracy Education
3 units
What are the issues that affect the socialization and enculturation of bilingual children in a multicultural society? This course emphasizes the instrumental role that educators play in empowering culturally and linguistically diverse families. Students develop approaches that help children and the adults who care for them embrace diversity, recognize social bias, and take action on their own and others’ behalf. Students explore strategies for establishing teacher-parent relationships that are based on mutual respect, equality, and trust.

Prerequisite: Upper-division standing
CD 440 Appropriate Practices Across the Curriculum Through Pedagogy

3 units

An introduction to curriculum and pedagogy, this course provides students with the understanding of basic skills and knowledge they must have in order to recognize and effectively respond to a variety of teaching situations as they address the needs of culturally and linguistically diverse children. Students focus on pedagogical practice and developmental perspectives in the areas of language, reading, math, and visual and performing arts while developing strategies for providing a nurturing instructional environment for children.

Prerequisite: Upper-division standing

Note: This is a required capstone for the School-Age concentration.

CD 442/CD 442W Methods for Second Language Learners

3 units

The course covers the contribution of various branches of linguistics and related disciplines to language learning and teaching. In addition, students focus on classroom-oriented applications of linguistic principles for effective instruction in multicultural and multilingual environments.

Prerequisite: Upper-division standing

CD450/CD 450W Socio-Emotional Development of Children

3 units

This course focuses on the psychological foundations of children’s socio-emotional development. Children’s socio-emotional development will be examined in relation to family dynamics, community interrelationships, and play as a central medium for socio-emotional development in childhood. Special emphasis will be placed on the healthy socio-emotional development of children from diverse backgrounds, and the interaction between brain development and interpersonal relationships.

Prerequisite: Upper-division standing

CD 452/CD 452W Leadership and Advocacy for Children

3 units

In what ways can child development professionals advocate for children and their families? This course includes critical examination of current leadership, advocacy, and policy issues as they relate to the involvement of families in child development settings and schools, bilingual education, family literacy programs, and community-based services for families and children from diverse cultural, linguistic, and socioeconomic backgrounds. Students explore the connection between theory, policy, and systems analysis and their own practical experience in leadership at their worksites and/or in their communities.

Prerequisite: Upper-division standing

CD 453/CD 453W Research in Child Development

3 units

This course covers different research methodologies for observing and understanding children’s behavior and their implications for policy making in the child development field. It includes critical analysis and evaluation of qualitative and quantitative research in child development and their implications for curricula in schools and child development programs serving children from infancy through middle childhood. Students have an opportunity to develop skills needed to locate, understand, and critique research findings. They will also design a research project.

Prerequisite: Upper-division standing (required capstone course)
CD 454/CD 454W Practicum in Early Childhood Education II

3 units
This course combines in-depth field experience in various types of child development programs with seminars as it integrates theory and research into practice. It focuses specifically on the role of the educator supervising other adults while simultaneously addressing children’s needs and establishing relationships with families. Students explore planning and implementation of developmentally appropriate activities for culturally and linguistically diverse children while addressing the physical, social, emotional, and cognitive developmental domains.

Prerequisite: Upper-division standing

CD 455/CD 455W Culture and Cognition

3 units
This course covers major theories and contemporary research findings on child cognitive development from birth to age 12, focusing on the socio-cultural and biological underpinnings of cognitive development. With an emphasis on the relationship between culture and cognition, students explore foundations of cognition, perception, mental representation, problem solving, reasoning, memory, metacognition, and social cognition.

Prerequisite: Upper-division standing

CD 456/CD 456W Violence and its Impact on Children and Families

3 units
Integrating research, theory, and applied approaches on the impact of violence in the home and in society, this course provides a foundation of knowledge to help early childhood professionals understand the effects of violence on and support resiliency in children and families. Throughout this course, early childhood professionals explore the impact of violence on every member of the family, including children, and the importance of community support in overcoming such effects.

Prerequisite: Upper-division standing

CD 457/CD 457W Observation and Assessment of Differently-Able Young Children

3 units
This course focuses on the principles and practices of observation and assessment of young children who are differently-able. Students explore advanced observation and assessment techniques, develop a working knowledge of commonly used assessment tools, and practice writing objective, descriptive, and culturally inclusive assessment reports.

Prerequisite: Upper-division standing

CD 458W Becoming a Child Development Professional

3 units
This course provides students the opportunity to integrate theories of child development, principles of effective early childhood practice, as well as culturally and linguistically responsive methods of working with young children and their families learned throughout the program. Students are required to create a project that demonstrates both synthesis and application of this knowledge.

Prerequisites: Upper-division standing
Chemistry (CHE)

CHE 130 Chemistry
3 units
This course introduces the fundamentals of elementary chemistry and includes nature and characterization of matter, chemical changes, formulas, gas laws, concept of the molecular, solution and ionic equilibrium reactions, atomic structure, and chemical bonding.

Prerequisite: MAT 100

CHE 150A General Chemistry for Scientists and Engineers I
5 units (4 lecture units and 1 lab unit)
This course is the first in the chemistry sequence for majors in biology, chemistry, engineering, or other physical sciences. This course covers fundamental chemical principles with emphasis on: atomic structure, bonding, periodicity, nomenclature, reactions, stoichiometry, thermochemistry, physical states of matter, molecular equilibrium, acid-base concepts, and oxidation reductions. A laboratory program complements lecture.

Prerequisites: Proficiency in high school chemistry or CHE 130; proficiency in high school physics or PHY 120; proficiency in high school algebra, geometry, and trigonometry or MAT 100

CHE 150B General Chemistry for Scientists and Engineers II
4 units (3 lecture units and 1 lab unit)
This course is the second of a chemistry sequence for majors in biology, chemistry, engineering, or other physical sciences. This course covers fundamental chemical principles with emphasis on organic chemistry, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, coordination compounds, and nuclear chemistry. A laboratory program complements lecture.

Prerequisite: CHE 150A

Computer Science/Information Systems (CS)

CS 120 Integrated Computer Applications
3 units
Course discusses productivity software packages and Internet tools for use in business and educational settings. The course emphasizes the use of word processing, professional presentation, database, and spreadsheet software packages. Applications include verbal, numerical, and graphical forms to communicate, analyze, and provide solutions to business and educational problems.

Prerequisites: None

CS 124 Introduction to Information Systems
3 units
This course surveys the field of information systems, covering technology, application, and career issues. It illustrates how business and technology decisions affect individuals, organizations, and society.

Prerequisites: ENG 100 or ENG 100W
CS 128 Information Technology Infrastructure

3 units

This course introduces some of the most important aspects of the hardware, software, data, and communication technologies that support information systems. Proper management and use of these components have significant impact on the success or failure of the business enterprise.

Prerequisites: ENG 100 or ENG 100W

CS 132 Networking Fundamentals

3 units

This course explores the concepts, components, design, and governance of information and communication infrastructure as implemented in the Internet protocol stack and critical Internet services and applications.

Prerequisite: CS 128

CS 136 Learn Programming Using Games

3 units

This course introduces fundamental notions of computer programming, computational thinking, and problem solving using a modern programming language. By representing real-world objects, actions, and information, students gain hands-on practice in designing, creating, and implementing computing solutions to various problems. The course uses attractive media to showcase creative solutions.

Prerequisite: MAT 100

CS 230 Intermediate Programming

3 units

This course elaborates on and applies key concepts of object-oriented programming, such as hierarchy, modularity, and abstraction. Students reinforce their hands-on skills in designing, creating, running, and testing programs.

Prerequisite: CS 136

CS 234 Computing and Society

3 units

Information systems have significant and often unintended effects on social concerns such as privacy, democracy, equity, security, economic progress, and intellectual property rights. In this course, real-world and hypothetical case studies illustrate the social, ethical, and legal issues inherent in the design and use of information systems.

Prerequisite: CS 132

CS 238 Requirements Analysis

3 units

The analysis and definition of system requirements is critical when developing information systems. This course presents systematic techniques to identify key stakeholders and elicit, represent, and analyze their functional and quality expectations for the system.

Prerequisite: CS 128
CS 242 Object-Oriented Design
3 units
System design transforms specified requirements into a blueprint of the structural and data components that will implement the information system. This course introduces best practices of object-oriented techniques such as conceptual modeling and design patterns.

Prerequisites: CS 230, CS 238

CS 246W Computer Security Fundamentals
3 units
Effective computer and information security addresses technical, privacy, organizational, social, and policy concerns. The course examines fundamental notions of authentication, authorization, and encryption and presents the economic and human impact of security and privacy breaches.

Prerequisite: CS 132

CS 304 Human-Computer Interaction
3 units
This course presents an overview of human perception and cognitive performance, computer processes, and system design approaches for successful human-computer interaction. Knowledge of human factors and interface design principles help designers build elegant interfaces.

Prerequisite: CS 242

CS 308W Database Management Systems
3 units
Relational database management systems represent, store, and manipulate information that is critical to an organization. This course demonstrates methods to map real-world concepts onto relational representations and to use relational queries to implement data-intensive applications.

Prerequisite: CS 242

CS 312W Software Frameworks
3 units
The architecture of an information system describes its principal components and their relationships. Modern software frameworks are tools for building robust, scalable, and reliable systems in an effective way. This course introduces architectural options that focus on composition and re-use rather than construction from scratch.

Prerequisite: CS 242

CS 316W Information Systems Project Management
3 units
Information system projects typically affect many parts of the organization and often involve outside vendors. Especially on large and critical projects, the project management process and team are critical to project success and efficiency. This course presents the project management cycle, software development models, and strategies to estimate, plan, and schedule an information system project.

Prerequisite: CS 242
**CS 320W Software Engineering**

3 units

The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

*Prerequisite: CS 242*

**CS 420 Quality Management Standards for IT**

3 units

This course explores the history of the quality revolution and a range of practices, standards, and metrics used by today’s information systems organizations to ensure quality. Students apply tools to analyze quality problems and recommend improvements.

*Prerequisite: CS 242*

**CS 424 Business Architecture and Process**

3 units

This course analyzes the structure, operation, and improvement of an organization from an information systems perspective. Students examine fundamental business structures, business process design and management, decision support, and enterprise integration and automation.

*Prerequisite: CS 242*

**CS 426 IT Service Management**

3 units

This course envisions an information system as a collection of services, structured as a supply chain that spans organizations and geography. Open interfaces, world-class software components, vendor relationships, and service-level agreements allow the organization to focus on information system’s contribution and value to the business needs of customers and users.

*Prerequisites: CS 424W, CS 316W*

**CS 428W Network Administration**

3 units

The course explores the practices of network administration. Topics include protocols, routers, and client/server architecture related to configuring network services, as well as software platforms, control, shared resources, and security.

*Prerequisite: CS 132*

**CS 432 Web Programming**

3 units

This course is an introduction to tools and techniques to develop and manage Web applications. Topics include static and dynamic web page implementations, elements of client-server and server-side processing, and data validation.

*Prerequisite: CS 230*
**CS 490B Computer Information Systems Senior Project**

4 units

This project involves formulation and resolution of a selected problem in computer information systems. The project must solve a practical problem within the computer field; it should be challenging and should require the application of concepts learned in previous courses. The student writes a report and presents it to the sponsoring professor.

Prerequisite: Senior standing

**Criminal Justice (CRJS)**

**CRJS 100W Criminal Justice Foundations**

3 units

This course explores the history and structure of the American criminal justice system, including police, courts, and corrections. Students explore the use of information technology and the internet in the field of criminal justice. Students also become familiar with the online classroom and are provided with the tools and skills to succeed in an online program.

Prerequisites: None

Note: This is a required first-term B.A. in Criminal Justice course and is non-transferable.

**CRJS 101W Contemporary Criminal Justice Systems**

3 units

This course surveys contemporary criminal justice systems in the United States with emphasis on the roles of law enforcement, courts, and corrections. Students analyze the components of and major players in the criminal justice system and apply what they learn to current events and dilemmas. Students will address the duplication of police services in the United States from the local, county, state, and the numerous federal law enforcement agencies and make recommendations to make the system more cost effective, efficient, and streamlined. The course applies learning to current events and problems in the criminal justice system and society.

Prerequisites: None

**CRJS 201W Introduction to Law Enforcement and Corrections**

3 units

This course reviews the philosophy, objectives, and priorities of U.S. law enforcement and analyzes political, social, economic, and legal factors impacting the relationship between the police and society. Students study police use of discretion, police roles, police and minority groups, police and protest groups, police brutality, and police ethics. The course reviews contemporary correctional theory and practice related to incarceration, diversions, community-based corrections, and treatment of offenders. Students analyze the role of law enforcement and corrections professionals. Students study the challenges for the criminal justice system as the society continues to change in demographics, norms, budgetary support, and expectations.

Prerequisites: None
**CRJS 205W Law Enforcement in a Multicultural Society**

3 units

Law enforcement in contemporary American society is both exciting and challenging. This course focuses on the growth and changes in American policing from the 19th century to the present. Students examine the importance of race, ethnicity, gender, and class in law enforcement. They analyze the role of the police in society, various police agencies, the importance of technology and other current practices and policies. Students also engage in practical discussions and exercises to explore long-standing, contemporary, and future law enforcement issues and challenges.

*Prerequisites: None*

**CRJS 210W Criminal Law and Procedure**

3 units

The legal nature of the criminal law is often more specific and complex than portrayed on television and in film. In this course, students study the philosophy of the law and important constitutional provisions. They examine the classification of crimes, legal definitions, and case law. Through a case method approach, students examine the elements of crimes such as homicide, sexual assault, battery, kidnapping, and other criminal offenses. They also examine how justifications and excuses are used in defense of such crimes.

*Prerequisites: None*

**CRJS 300W Juvenile Delinquency and Juvenile Justice Reform**

3 units

This course explores various aspects of the juvenile justice system and the population that it serves. Biological, psychological, and sociological factors in juvenile delinquency are considered. As such, it examines child and adolescent developmental theories as a backdrop for understanding predictors of and contributors to juvenile delinquency. This course includes a focus on contemporary ethical, legal (juvenile codes and case law), and diversity considerations. Students will analyze the reality of disproportionate minority juvenile confinement as well as national and local efforts to promote juvenile justice reform or the treatment of juvenile delinquency.

*Prerequisite: Upper-division standing*

**CRJS 310W American Criminal Courts: Structure and Function**

3 units

The American criminal court system is both fascinating and complex. In this course, students examine how the court system operates at the local, state, and federal levels. They analyze the roles of judges, attorneys, and other personnel. They also analyze current issues and policies related to the courts and judicial process, including issues related to language, culture, and social class.

*Prerequisites: CRJS 100W, CRJS 101W, Upper-division standing*

**CRJS 311W Corrections in American Society**

3 units

There are a number of goals in sentencing individuals for their crimes, including deterrence and rehabilitation. This course examines the growth and changes in corrections from the 19th century to the present. Students examine the roles of jails, prisons, probation, and parole in combating crime. They analyze race, ethnicity, class, and gender as they relate to punishment, incarceration, diversion programs, rehabilitation, and social control.
Prerequisites: CRSJ 100W, CRJS 101W, Upper-division standing

CRJS 320W Crime and Criminology
3 units
People commit crimes for a variety of reasons, and these crimes vary in their impact on victims and society. This course examines the nature and causes of crime and criminal behavior from a multidisciplinary perspective. Students study important theories of why crime exists and why individuals commit crime, including the roles of social class, ethnicity, and gender in criminal behavior. Students apply theories and perspectives to actual crimes and to crimes presented in vignettes and case studies.

Prerequisites: CRJS 100W, CRJS 101W, Upper-division standing

CRJS 330W Writing and Interviewing Skills in Criminal Justice
3 units
One of the most critical tasks in law enforcement is interviewing a diverse population of witnesses, victims, and suspects and documenting that information objectively. In this course students develop interviewing, note-taking, and report writing skills. They learn and practice communication skills and principles of interviewing designed to enhance self-awareness and professionalism. They explore ways of organizing information regarding incidents into effective written reports which will be admissible in courts.

Prerequisites: CRJS 100W, CRJS 101W, Upper-division standing

CRJS 350W Drugs, Gangs, and Organized Crime
3 units
Gangs and organized crime present significant criminal justice challenges both domestically and internationally. In this course, students explore criminal theories and models that account for gangs and organized crime, types and membership of gangs and organized crime groups, and legal and community-based interventions for addressing gangs and organized crime. Students examine specific gangs and organized crime groups and their involvement in drugs and other criminal activities. Students also review legal and community-based interventions for addressing gangs and organized crime.

Prerequisite: Upper-division standing

CRJS 360W Inequalities, Human Rights, and Criminal Justice
3 units
In the criminal justice field, it is important to treat people as individuals without profiling, stereotyping, and discriminating. At the same time, it is important to be sensitive to language and other cultural differences. This course examines in depth the influence of race, ethnicity, gender, and class on crime and justice. Focus is on how and why offenders, victims, and witnesses are treated differently, plus the dissimilar societal response to various types of crime.

Prerequisite: Upper-division standing

CRJS 390W Research Methods and Data Analysis in Criminal Justice
3 units
Understanding how data are collected and presented is an important tool for criminal justice professionals. In this course, students explore how statistics and research methods are used in the criminal justice field, and how they are applied to contemporary problems in law enforcement, the courts, and corrections. They also examine language and cultural issues in conducting criminal justice research in a diverse society.
Prerequisites: CRJS 100W, CRJS 101W, Upper-division standing

**CRJS 420W Restorative Justice and the Community**
3 units
In this course, students explore theories and practices which emphasize repairing the harm caused by criminal behavior to the victim and community, and reintegrating the offender back into the community. Students examine strategies that transform the relationships between victims, offenders, communities, and criminal justice agencies in a diverse society. Additional focus is on the importance of racial, ethnic, gender and cultural differences in dealing with crime and criminal behavior.

Prerequisite: Upper-division standing

**CRJS 435W Police and the Community**
3 units
The police and the community depend on each other to keep neighborhoods safe in the fight against crime. This course examines the history, philosophy, and policies of community-oriented policing. Focus is on police policies and practices in diverse communities. Students analyze community policing as a tool used by police to improve relations. They explore how community policing can be used by the community and organizations to bring change to the policies and practices of police departments.

Prerequisite: Upper-division standing

**CRJS 437W Community Organizations and Criminal Justice Issues**
3 units
The role of the community and various organizations is an essential component in reducing crime and preventing individuals from committing crimes. Students analyze community responses to crime and delinquency, and policies that respect civil rights and create a safer community. They assess the challenges inherent in such efforts and discuss ways to mitigate obstacles. Students also explore the role of race, ethnicity, language, and gender in creating effective prevention and diversion programs, and strategies that utilize community resources.

Prerequisite: Upper-division standing

**CRJS 441W Victimology and Domestic Violence**
3 units
In this course, students explore the relationship between victims and offenders. They examine community and societal attitudes toward victims and domestic violence, and how these attitudes may vary across racial, ethnic, gender, and class lines. They also study the response of criminal justice agencies to victims of crime and domestic violence, and legal and ethical issues related to working with crime victims. The course takes an interdisciplinary approach in analyzing the psychological, sociological, and economic impact of victimization and evaluates contemporary issues and problems in victimology.

Prerequisite: Upper-division standing

**CRJS 445W Crime Scene Investigation and Evidence**
3 units
Evidence that is legally obtained and that thoroughly details the criminal activity under investigation is necessary for the successful prosecution of criminals. In this course, students explore crime scene assessment, interviewing and interrogating witnesses and suspects, use of informants, and surveillance techniques in an investigation. Students examine the legal and other issues involved in the collection of evidence.
**Prerequisite: Upper-division standing**

**Early Childhood Education (ECE)**

**ECE 101/ECE 101W Introduction to Early Childhood Education**

3 units

This course introduces current educational theories and research, historical aspects, and current practices relating to child development.

*Prerequisites: None*

**ECE 102 Principles of School-Age Child Care**

3 units

This course will examine the necessary elements for providing before- and after-school programs to children ages 5 to 13 (K-8 grades). Topics include quality, standards, and care issues; teachers’ roles and qualifications; and working with families, schools, and communities.

*Prerequisites: None*

**ECE 103/ECE 103W Child Growth and Development**

3 units

This course focuses on the study of growth and development from the prenatal stages to adolescence, addressing physical, cognitive, social, and emotional domains. The course emphasizes both the impact of cultural diversity on the lives of children and individual differences in the study of human development. This course requires some fieldwork.

*Prerequisites: None*

**ECE 104 The School-Age Child**

3 units

This course covers the principles of human development, with an emphasis on children from 6 years through adolescence. It includes developmental theories and relevant contemporary research in the field. Students will apply knowledge in the physical, cognitive, social, and emotional domains to the school-age child-care setting. The course emphasizes both the influences of culture and early childhood education on human development. This course requires some fieldwork.

*Prerequisites: None*

**ECE 105/ECE 105W Observation and Assessment Techniques**

3 units

This course covers various strategies of classroom and home observation of young children, formal assessment methodologies used to understand children’s developmental needs, and age-appropriate curriculum. The course requires observation of children in various settings.

*Prerequisites: ECE 103 or ECE 103W or CD 100*

**ECE 106/ECE 106W Child, Family, and Community**

3 units

Students explore the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and contemporary family life issues. This course gives special consideration to cultural diversity, social class,
gender roles, and their impact on family dynamics, values, morals, and attitudes. This course requires some fieldwork.

Prerequisites: None

**ECE 107/ECE 107W Child Health, Safety, and Nutrition**

3 units

Designed for students working with children both in the classroom and in the home setting, this course provides an overview of the philosophy, principles, cultural differences, and evaluation of health, safety, and nutrition in child-care settings. Students have the opportunity to develop age-appropriate teaching strategies, with an emphasis on the importance of health, fitness, safety, and nutrition to the individual’s overall school performance as well as social, emotional, and physical well being.

Prerequisites: None

**ECE 109 Child Development in Multicultural Contexts**

1 unit

This course explores the dynamic relationship between culture and child development by highlighting cultural influences on each of four major dimensions of development the physical, cognitive, emotional, and social during early childhood. Students will examine their own assumptions and attitudes towards diversity and apply them to non-stereotypical teaching practices through using developmentally age-appropriate and anti-bias activities. Some fieldwork required.

Prerequisites: None

**ECE 110/ECE 110W Early Childhood Curriculum**

3 units

By focusing on designing developmentally appropriate practices for early childhood education, this course ties curricula to the understanding of child development. Students explore planning and developing anti-bias curricula and childhood curriculum goals, objectives, and content standards related to social/emotional, physical, cognitive, and language development, including both theoretical foundations and practical applications. This course requires some fieldwork.

Prerequisites: ECE 103 or ECE 103W or CD 100, and ECE 105 or ECE 105W (can be taken concurrently with ECE 110)

**ECE 111 School-Age Curriculum**

3 units

This course covers the philosophy of curriculum planning and implementation by exploring both theoretical foundations and practical applications of developmentally appropriate practices for school-age children. Students examine school-age diversity issues related to culture, race, religion, gender, and special needs in light of curriculum development. Requires some fieldwork.

Prerequisites: ECE 101, ECE 103 or ECE 103W or CD 100, and ECE 106 or ECE 106W or CD 200

**ECE 212 Creative Experiences for Children**

1 unit

Play is the primary factor in the development of intelligence, personality, competencies, self-awareness, and social awareness. This course helps prepare students to plan and deliver developmentally appropriate experiences that foster children’s creative expression in the cultural and performing arts (drama, dance, vocal and instrumental music, and studio art).
**ECE 213 Emergent Literacy in Early Childhood**

1 unit

This course helps foster the development of skills and techniques for teaching young children language and literacy through an integrated and individualized curriculum. Students examine the development of language and literacy during the first five years of life with an emphasis on ages 2 through 5.

**Prerequisites:** None

**ECE 215 Management of Child Care Settings**

3 units

By providing an overview of the ethical and professional aspects of the early childhood teaching profession, this course examines legal and ethical issues, personnel management, team building, leadership, conflict resolution, stress management, advocacy, professionalism standards, and school and family partnership.

**Prerequisites:** Completion of 12 ECE or CD units

**ECE 216/ECE 216W Infant-Toddler Care and Education**

3 units

Combining theory and practice, this course provides a solid foundation in infant-toddler care and education for both home- and center-based settings. Students examine the health, safety, and nutritional needs of infants and toddlers. This course requires some fieldwork.

**Prerequisites:** None

**ECE 217 Administering a Family Child Care**

1 unit

This course provides ideas and information to family daycare providers to assist them in successfully operating a family day-care home. Topics include licensing regulations, policies and contracts, financial and other records, marketing strategies, child neglect and abuse report requirements, and community. Students explore the integration of family daycare and home life.

**Prerequisites:** None

**ECE 218 Early Childhood Environments**

1 unit

Students examine research-based concepts in creating and implementing routines as well as indoor and outdoor early childhood environments that meet the developmental needs and interests of culturally and linguistically diverse children and those with special needs. This course requires some fieldwork.

**Prerequisites:** None

**Education (EDU)**

**EDU 101W Technology and Information Literacy for Educators**

4 units

This course is designed to provide students with the level of computer and information literacy needed to function effectively as a professional in contemporary early childhood settings and as a college student. Students will explore the online classroom, learn basic computing skills, practice using word
processing and presentation applications, conduct and evaluate online research, and become familiar
with the Internet and the university’s student email system.

Prerequisites: None

Note: This is a required first-term B.A. in Child Development course and is non-transferable.

EDU 120 Dance and Music for Children
3 units
This course explores the role of dance music in society with an emphasis on classroom and workshop
application and demonstration. The arts of dance and music will be experienced with attention to style,
meaning, dance and music exercises, and techniques used in these forms of creative expression.
Students can learn to recognize aesthetic qualities of dance and music and respond to them analytically.
A special focus is dedicated to understanding children’s physical, emotional, and mental development
and learning processes through dance and music.

Prerequisites: None

Note: This course replaces DAN 120 and MUS 121.

EDU 250 Field Experience in the Classroom
3 units
This course involves supervised field experience in pre-school and K-8. The course emphasizes the
development of instructional strategies, curriculum, planning, and assessment of teaching effectiveness.
Students perform a minimum of 50 hours of field placement in a pre-school or K-8 classroom. This
practicum is designed to meet the standards set forth by The National Association for the Education of
Young Children for the preparation of Early Childhood Professionals. This is a required course for all
liberal studies majors. Students must enroll in this class in either their sophomore or junior years.

Prerequisite: CD 100

EDU 290 Sophomore Seminar
3 units
One of the objectives of the course is to prepare student portfolios. Students must attend an orientation
seminar upon entering the program, which explains the portfolios and how students are to document
their subject-matter information on the courses they will take during the program. The portfolio is an
ongoing project that must be completed before the end of their sophomore year. Instructors assist their
students according to the subject matter requirements. This course is graded on a pass/fail basis.

Prerequisites: None

EDU 300 Liberal Studies Gateway Experience
3 units
This course is an introduction to the academic and professional requirements for K-8 teachers and must
be completed by all Liberal Studies majors during the junior year. It focuses on the eight required
subject areas (language arts, mathematics, science, history/social studies, child development, visual and
performing arts, health, and physical education), linking the Liberal Studies curriculum and the Academic
Content Standards and State Curriculum Frameworks for grades K-8. Students practice college-level
research.

Prerequisite: Upper-division standing
**EDU 350 Field Experience in the Classroom II**

1 unit

This course involves supervised field experience in secondary schools. The course emphasizes the development of instructional strategies, curriculum, planning, and assessment of teaching effectiveness. Students will do a minimum of 15 hours of field placement in a secondary classroom. This is a required course for all Liberal Studies Credential Option Students with a Math Concentration. Students will also need to pass the Math CSET in order to complete the Single Subject Credential Program in Math.

**Prerequisites:** Upper-division standing, CD 100 and EDU 250 as either a prerequisite or corequisite

**EDU 447 Theoretical Foundations of Physical Education and Health Education for K-8**

3 units

This course introduces K-8 teaching strategies in physical education and health that follow the California State Standards. Students investigate the principles of motor development, biomechanics, and growth, development, and organized games and sports. Teaching methods are included.

**Prerequisite:** Upper-division standing

**EDU 490 Senior Seminar**

1 unit

One of the objectives of the course is to prepare student portfolios under the guidance of the field experience director. Students must attend an orientation seminar upon entering the program, which explains the portfolio and how students are to document their subject-matter information on the courses they will take during the program. The portfolio is an ongoing project that must be completed before graduation. Instructors will assess their students according to the subject matter requirements. This course is graded on a pass/fail basis.

**Prerequisite:** Senior Standing

**EDU 508 Educational Foundations**

3 units

This course involves a systematic analysis of the effect of culture, values, language, economic status, gender, and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, philosophy, and history will be addressed. Students develop an understanding of the relationship between schools and society by focusing on recent contemplated changes in the role of the teacher, historical contexts of education and politics, educational responses to an increasingly diverse and multicultural society, the law and its effect on schools, and the organization and financing of schools.

**Prerequisites:** None

**EDU 508U Educational Foundations**

3 units

This course involves a systematic analysis of the effect of culture, values, language, economic status, gender, and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, philosophy, and history will be addressed. Students develop an understanding of the relationship between schools and society by focusing on recent contemplated changes in the role of the teacher, historical contexts of education and politics, educational responses to an increasingly diverse and multicultural society, the law and its effect on schools, and the organization and financing of schools.
Prerequisites: Completion of all General Education required units

**EDU 509 Primary Language Literacy Development**
3 units
This course prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) in a dual language setting. Students are prepared to plan, develop, implement, and assess standards-aligned literacy and English language arts instruction in the primary and target language. Bilingual candidates will be prepared to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials to ensure high levels of biliteracy in all students.

Prerequisites: None

**EDU 510 Latino Culture**
3 units
This course focuses on major historical experiences of the various Latino groups in the United States, covering the pre-Columbian period, the conquest, Colonial period, War of Independence, and contemporary life in the United States. Emphasis is on cultural commonalities, demographics, immigration, educational patterns, and general relationships among Latinos and the majority culture.

Prerequisites: None

**EDU 514 Effective Teaching and Learning**
3 units
This course provides the teacher with the tools and strategies to be effective in managing a classroom. The content includes learning processes, principles of instruction, teaching strategies, principles, and techniques of classroom organization and behavior management and parent involvement. The California Standards for the Teaching Profession are introduced.

Prerequisites: None

**EDU 514U Effective Teaching and Learning**
3 units
This course provides the teacher with the tools and strategies to be effective in managing a classroom. The content includes learning processes, principles of instruction, teaching strategies, principles, and techniques of classroom organization and behavior management and parent involvement. The California Standards for the Teaching Profession are introduced.

Prerequisites: Completion of all General Education required units

**EDU 515 Cultural Diversity in the Classroom**
3 units
This course focuses on the general nature of cultural diversity. Students explore school and community implications such as ethnic, linguistic, socioeconomic, gender, and handicapping differences. A focus on theoretical and practical issues of diversity in a classroom setting as it relates to culture, race, gender ethnicity, language, and socio-economic levels are included. Group culture patterns and value orientation, research findings in multicultural education, learning experiences, and curriculum development are discussed.

Prerequisites: None
**EDU 515U Cultural Diversity in the Classroom**

3 units

This course focuses on the general nature of cultural diversity. Students explore school and community implications such as ethnic, linguistic, socioeconomic, gender, and handicapping differences. A focus on theoretical and practical issues of diversity in a classroom setting as it relates to culture, race, gender ethnicity, language, and socio-economic levels are included. Group culture patterns and value orientation, research findings in multicultural education, learning experiences, and curriculum development are discussed.

**Prerequisites:** Completion of all General Education required units

**EDU 516 Classroom Field Experience and Seminar**

1 unit

This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations are shared in a seminar setting.

**Prerequisites:** None

**Note:** This course is best taken with EDU 514, although it is not mandatory.

**EDU 516U Classroom Field Experience and Seminar**

1 unit

This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K–12 classroom. Students engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations are shared in a seminar setting. (This course is best taken with EDU 514, although it is not mandatory.)

**Prerequisites:** None

**Note:** This course is best taken with EDU 514, although it is not mandatory.

**EDU 520 Second Language Learners**

3 units

This course focuses on theories and factors in first- and second-language acquisition and English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors that affect first- and second-language development in a multicultural setting. The course prepares teacher credential candidates to achieve knowledge about language learning issues required for teaching culturally and linguistically diverse learners in California. In addition, students explore and develop instructional models, strategies, approaches, and assessment for English as a Second Language (ESL) and content-based second-language teaching in diverse cultural and linguistic settings. Field work observation is included.

**Prerequisites:** None

**EDU 520U Second Language Learners**

3 units

This course focuses on theories and factors in first- and second-language acquisition and English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors that affect first- and second-language development in a multicultural setting. The course prepares
teacher credential candidates to achieve knowledge about language learning issues required for teaching culturally and linguistically diverse learners in California. In addition, students explore and develop instructional models, strategies, approaches, and assessment for English as a Second Language (ESL) and content-based second-language teaching in diverse cultural and linguistic settings. Field work observation is included.

Prerequisites: Completion of all General Education required units

**EDU 522 Methods: Science Curriculum and Instruction**

2 units

This course is designed to provide a comprehensive overview of the State Content Standards and State Framework. It addresses the objectives, skills, concepts, experiments, materials, and methods necessary to teach science to elementary school children. This course focuses on instructional methods, techniques, materials, lesson planning, curriculum development, organization, and assessment in science.

Prerequisites: None

**EDU 522U Methods: Science Curriculum and Instruction**

2 units

This course is designed to provide a comprehensive overview of the State Content Standards and State Framework. It addresses the objectives, skills, concepts, experiments, materials, and methods necessary to teach science to elementary school children. This course focuses on instructional methods, techniques, materials, lesson planning, curriculum development, organization, and assessment in science.

Prerequisites: Completion of all General Education required units

**EDU 524 Secondary Content Methods: Curriculum and Instruction**

6 units

This curriculum and instruction course uses observations in public school settings and participation in university classroom activities. Candidates demonstrate an understanding of their chosen content area and will leave this course with a deep knowledge of the California State Content Standards and Frameworks. Candidates deliver lessons derived from state standards using a variety of instructional strategies appropriate to the lesson and learner. Pedagogical knowledge, concepts of learning, standards-based curricular content, use of materials, including technology, instructional planning, organization, lesson delivery, and student assessment are demonstrated by candidates within and across major subdivisions of the subject.

Prerequisite: Subject matter competency

**EDU 526 Primary Language Content Development**

3 units

Candidates understand and apply research and its effects on the dimensions of learning in dual language and bilingual education program models in Single Subject, Multiple Subject, or Special Education. Candidates understand and apply the linguistic principles associated with the transferability between primary and target language, especially in the areas of conceptual development in the content areas. They will demonstrate a general understanding related to the degree of language transferability and how it is affected by the level of linguistic compatibility between two languages.

Prerequisites: None
**EDU 527 Methods: Mathematics Curriculum and Instruction**

2 units

This course covers the theory, content, and methods of teaching mathematics in the elementary classroom for mainstream and English Language Learners. Emphasis is on planning, instruction, assessment, computer assisted instruction, and resource materials.

*Prerequisites: None*

**EDU 527U Methods: Mathematics Curriculum and Instruction**

2 units

This course covers the theory, content, and methods of teaching mathematics in the elementary classroom for mainstream and English Language Learners. Emphasis is on planning, instruction, assessment, computer assisted instruction, and resource materials.

*Prerequisite: Completion of all General Education required units*

**EDU 529 Methods: History-Social Science Curriculum and Instruction**

3 units

This course will cover the methods of implementing History-Social Science and the Visual and Performing Arts framework and standards in the classroom. This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods, and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization, and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

*Prerequisites: None*

**EDU 529U Methods: History-Social Science Curriculum and Instruction**

3 units

This course will cover the methods of implementing History-Social Science and the Visual and Performing Arts framework and standards in the classroom. This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods, and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization, and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

*Prerequisite: Completion of all General Education required units*

**EDU 530 Methods: Language Arts and Reading Curriculum and Instruction**

6 units

The course includes theory, content, and methods for teaching reading and promoting literacy in the classroom. Teaching candidates participate in intensive instruction in reading, literacy development, and language methods grounded in sound research. The course includes exposure to a substantive, research-based program that provides a balanced, comprehensive program of instruction in reading, writing, listening, and oral language. The course includes explicit instruction in reading skills and comprehension strategies for all students regardless of reading level or language background. The course presents, analyzes, and critically explores research and practice related to the development of
literacy. In addition, the course is standards-based and linked to the state framework and content standards.

Prerequisite: Subject matter competency for Multiple Subject candidates

EDU 530U Methods: Language Arts and Reading Curriculum and Instruction

6 units

The course includes theory, content, and methods for teaching reading and promoting literacy in the classroom. Teaching candidates participate in intensive instruction in reading, literacy development, and language methods grounded in sound research. The course includes exposure to a substantive, research-based program that provides a balanced, comprehensive program of instruction in reading, writing, listening, and oral language. The course includes explicit instruction in reading skills and comprehension strategies for all students regardless of reading level or language background. The course presents, analyzes, and critically explores research and practice related to the development of literacy. In addition, the course is standards-based and linked to the state framework and content standards.

Prerequisites: Subject matter competency for Multiple-Subject candidates, completion of all General Education required units

EDU 531 Computer Technology for Teaching and Learning I

2 units

This course addresses the use of personal computers with applications to the classroom. It includes the use of collaborative computer tools, selection and evaluation of computer software and resources, development of computer-based lessons targeting different learning styles, and knowledge of copyright, privacy, and security issues.

Prerequisites: None

EDU 531U Computer Technology for Teaching and Learning I

2 units

This course addresses the use of personal computers with applications to the classroom. It includes the use of collaborative computer tools, selection and evaluation of computer software and resources, development of computer-based lessons targeting different learning styles, and knowledge of copyright, privacy, and security issues.

Prerequisite: Completion of all General Education required units

EDU 550 Teaching Health Education

2 units

This course is designed to raise teacher awareness and examine the current health issues confronting today’s educators. The course will introduce educators to resource links within the community and public school system. Participants reflect on how this information connects to their own practice within their own classrooms and schools. Topics include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health, and maintaining a healthy school environment.

Prerequisites: None
EDU 550U Teaching Health Education

2 units

This course is designed to raise teacher awareness and examine the current health issues confronting today’s educators. The course will introduce educators to resource links within the community and public school system. Participants reflect on how this information connects to their own practice within their own classrooms and schools. Topics include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health, and maintaining a healthy school environment.

Prerequisite: Completion of all General Education required units

EDU 551 Inclusive Education Practices

3 units

This course is designed to provide the basic knowledge, skills, and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. The course will examine the philosophical, legal, and educational foundations of inclusive education and its implications for the classroom teacher. Practical ideas for adapting standard instruction to provide the least restrictive environment consistent with classroom strategies are discussed. The course includes integration of learning handicapped, physically handicapped, severely handicapped, gifted, and culturally diverse students.

Prerequisites: None

EDU 551U Inclusive Education Practices

3 units

This course is designed to provide the basic knowledge, skills, and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. The course will examine the philosophical, legal, and educational foundations of inclusive education and its implications for the classroom teacher. Practical ideas for adapting standard instruction to provide the least restrictive environment consistent with classroom strategies are discussed. The course includes integration of learning handicapped, physically handicapped, severely handicapped, gifted, and culturally diverse students.

Prerequisite: Completion of all General Education required units

EDU 552 Computer Technology for Teaching/Learning II

3 units

This course covers more advanced use of personal computers with applications to the classroom. It includes the use of collaborative computer tools for communication purposes, development and understanding of assessment practices, use of software and programs for teaching purposes, development of lesson plans using computer-based activities, and the use of online software for Web design strategies.

Prerequisite: Preliminary Credential
**EDU 555 Student Teaching**

4 units

This course includes supervised field experience, systematic field experiences, portfolio assessment of personal growth and development, problem solving, and documentation of Teacher Performance Expectation (TPE). University supervisors meet with the students to discuss issues and concerns and to conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made toward proficiency in the TPEs.

*Prerequisite: Subject matter competency*

**EDU 555U Student Teaching**

4 units

This course includes supervised field experience, systematic field experiences, portfolio assessment of personal growth and development, problem solving, and documentation of Teacher Performance Expectation (TPE). University supervisors meet with the students to discuss issues and concerns and to conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made toward proficiency in the TPEs.

*Prerequisites: Subject matter competency, completion of all General Education required units*

**EDU 560 Creating Healthy Classrooms**

3 units

This health education course for teachers explores modern concepts of health and health education in schools. Emphasis is placed on current health issues (including HIV/AIDS), common health problems of children and adolescents, good nutritional health habits, and the effects of substance abuse. The course meets California State requirements for the 2042 Clear Credential.

*Prerequisite: Preliminary credential*

**EDU 561 Creating Inclusive Classrooms**

2 units

This course discusses ways in which the diverse learner can be accommodated in the general education setting. The course begins by reviewing strategies that can be implemented at the classroom level and then focuses on some special needs students and how to individually tailor lessons to meet their particular needs. Students become familiar with the general characteristics and needs that many exceptional learners share and learn strategies that can help accommodate these needs. At the end of this course, students will have several modified instructional units that they can begin to implement in their own classrooms.

*Prerequisites: 2042 Multiple or Single Subject Preliminary Credential*

**EDU 562 Equity for All Students**

3 units

Candidates will examine issues related to equity and diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, religion, second language learners, and persons with special needs. Through coursework, seminars, field experiences, and group work, candidates will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Candidates will explore and develop educational and leadership capacities needed to ensure access and academic/social equity for all members of the extended school community. Candidates support academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family
background; gender, gender identity, and sexual orientation; students with disabilities and advanced
learners; and students with a combination of special instructional needs.

**Prerequisites: 2042 Multiple or Single Subject Credential**

**EDU 565 Intern Teaching Practicum**

3 units

This course includes supervised field experience, systematic field experiences, portfolio assessment of
personal growth and development, problem solving, and documentation of Teacher Performance
Expectations (TPEs). University supervisors meet with the students to discuss issues and concerns, and
to conduct onsite conferences and evaluations of candidates to ensure that satisfactory progress is
being made toward proficiency in the TPEs.

**Prerequisites: Completion of Subject Matter Competency and Intern Credential**

**EDU 567 Advanced Teaching for English Language Learners**

3 units

This course builds on knowledge and skills acquired during preliminary preparation programs for
delivery of comprehensive, specialized instruction for English Language Learners (ELLs). Candidates
critically examine schools’ organizational structures and resources designed to meet ELL students’ needs
and further develop skills in planning and delivering instruction and assessment in English language
development, academic language comprehension and production, and Specially Designed Academic
Instruction in English (SDAIE).

**Prerequisite: Preliminary Credential**

**EDU 570 Context of Teaching**

3 units

The context of teaching includes anything in the surrounding environment (physical, social, institutional,
and personal) that influences teaching and learning. The physical environment includes the classroom
where teaching/learning occurs. The social environment, including the relationship between teacher
and students, and the cultural norms play a significant role in what can and does occur in the classroom.
The institutional norms play a similar role as cultural norms but perhaps more strongly affect what
behaviors the teacher and students see as acceptable.

**Prerequisites: 2042 Multiple or Single Subject Credential**

**EDU 571 Study and Implementation of Pedagogy**

3 units

Participating teachers grow and improve in their ability to reflect upon and apply the California
Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction
beyond what was demonstrated for the preliminary credential. They utilize the adopted academic
content standards and performance levels for students, curriculum frameworks, and instructional
materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry
level, progress monitoring, and summative assessments of student academic performance to inform
instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based
on the assessed individual, academic language and literacy, and diverse learning needs of the full range
of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-
standard English, and advanced learners).

**Prerequisites: 2042 Multiple and Single Subject Credential**
EDU 572 Engaging and Supporting All Students in Learning

3 units

The course and seminar will explore, implement, and apply knowledge gained in their preliminary credential based on the following beliefs: Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Prerequisites: 2042 Multiple and Single Subject Credential

EDU 600/EDU 600W Teaching and Learning: From Theory to Practice

3 units

This course focuses on specific pedagogy and planning for instruction. It reviews the nature and design of educational activities: theory, research on best teaching practices, and lesson planning that meets the diverse needs of students. The course is designed to increase knowledge in areas such as brain research, teaching and learning research, learning styles, and the parent/community support processes. Students reflect on their current experiences and bridge new understandings into future practice.

Prerequisites: None

EDU 601/EDU 601W Social Justice, Diversity, and Equity in the Classroom

3 units

Educators examine issues related to equity, diversity, and their implications for educational settings. Personal and community biases are scrutinized regarding race, gender, socio-economic status, culture, religion, second-language learners, and persons with special needs. Through coursework, group work, and situational case studies, educators are challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Educators explore and develop educational and leadership capacities needed to ensure access and academic and social equity for all members of the extended school community.

Prerequisites: None

EDU 602/EDU 602W Differentiated Instruction for Diverse Classrooms

3 units

This course challenges educators to evaluate the needs of individual students in the diverse and inclusive classroom. Educators explore methods to modify, extend, and personalize instruction to positively impact student learning and engagement. Focus is on improving student achievement through differentiated curriculum and instruction; learning about and applying best practices; teaching for understanding, critical thinking, problem solving, and decision making; and accommodating teaching and learning styles.

Prerequisites: None

EDU 603/EDU 603W Using Data to Improve Teaching and Learning

3 units

In this course, educators deepen their understanding of research and how using data applies to the everyday world of classroom teaching. Educators use criteria to evaluate and apply research to their practice. Methods of data collection and analysis are examined and placed in the context of a school
improvement program. Practical approaches to gathering, disaggregating, and applying statistical data to classroom instruction to improve student achievement are covered throughout the course.

*Prerequisites: None*

**EDU 604/EDU 604W Curriculum and Instruction for Increased Learning**

3 units

In this course, educators examine the integration of current theories of curriculum design with California state content standards in the planning of classroom instruction. Educators apply their emerging understanding of structured teaching to meet required standards, to design learning activities that engage students, to form collaborative communities of learners that support inquiry, and to integrate assessments to increase learning. Included are principles of curriculum and models of instruction as guidelines for the construction of specific curriculum designs and instructional strategies that create learning communities.

*Prerequisites: None*

**EDU 608/EDU 608W Educational Foundations in Today's Society**

3 units

Today's educational landscape reflects the kaleidoscope of today's multicultural society, which consists of stakeholders with various viewpoints, philosophies, and interests. In this course, educators explore issues related to cultural diversity, educational reform in a historical context, and the changing relationship between schools and society. Emphasis is placed on the evolving role of the teacher, educational responses to an increasingly diverse student population, and the law and its effect on schools.

*Prerequisites: None*

Note: This is a required first-term M.A. in Education course and is non-transferable, unless student has taken it at NHU.

**EDU 615/EDU 615W Diversity in the Classroom**

3 units

This course focuses on theoretical and practical issues related to diversity of culture, race, gender, language, socioeconomic, and ability level in the classroom. Patterns and trends in diversity will be addressed as well as the impact of education reforms on the equability of education. Three instructional approaches to teaching in a diverse setting are explored: differentiation, Universal Design for Learning, and culturally responsive instruction.

*Prerequisites: None*

**EDU 620/EDU 620W Second-Language Acquisition and Development**

3 units

This course builds knowledge of language acquisition to better meet the academic language needs of English learners in a diverse classroom. Teachers explore various factors that affect English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors. Effective practices for teaching and assessing English language development and content learning in diverse cultural and linguistic classrooms will be emphasized.

*Prerequisites: None*

**EDU 667/EDU 667W Instructional Strategies for English Learners**

3 units
Reaching and engaging culturally and linguistically diverse students are critical skills for any teacher. In this course, educators learn instructional strategies for increasing achievement of English Learners (ELs) in any content area. Educators develop skills in planning and delivering instruction in academic language, literacy, and assessment in English language development. Educators also learn strategies for working with families, communities, and colleagues to support the needs of English learners.

Prerequisites: None

**EDU 697/EDU 697W Research in Education**

3 units

This course provides educators with an understanding of action research and its application in today’s schools and classrooms. Educators will explore local schools and individual student problems and make decisions for their final action research projects.

Prerequisites: 12 units of master’s program coursework or Program Chair approval

**EDU 698 / 698W Analyzing and Synthesizing Research**

3 units

This capstone course culminates the master’s degree in education. In this course, students build on their work in the Research in Education course by continuing to research the topic they chose for their Action Research Plan. Through this investigative process, students have the opportunity to engage in and demonstrate critical and reflective thinking as they analyze and synthesize current research as well as apply Connectivist learning theory and technology tools to create a course project. The goal of these course projects is to improve educational practice and make a contribution to the field of education. At the conclusion of this course, students present their course projects to faculty and colleagues.

Prerequisites: EDU 697/697W or Program Chair approval

**Engineering (EGR)**

**EGR 100 Introduction to Engineering**

3 units (2 lecture units and 1 lab unit)

This course is an introduction to engineering through hands-on design projects, case studies, and problem solving using computers. Students learn about the various aspects of the engineering profession and acquire non-technical skills, such as communication, teamwork, and the ability to deal with ethical dilemmas. The course supports students in their efforts to succeed in engineering through personal and professional development.

Prerequisites: Proficiency in high school algebra, geometry, and trigonometry, or equivalent

**EGR 200 Engineering Mechanics – Statics**

2 units

This course studies particles and rigid bodies in equilibrium. It includes applications to particles and two- and three-dimensional structural systems using ordinary and vector algebra. Topics include free body diagrams, centroids and center of gravity, shear and bending moment diagrams, concentrated and distributed loads, moments of inertia, and friction.

Prerequisites: MAT 121, sophomore status
**EGR 225 Introduction to Materials**

3 units (2 lecture units and 1 lab unit)

In this course the student studies atomic and crystal structures; imperfections and atom movement, phase equilibriums and transformations, boundaries, heat treatment of metals, and the mechanical, physical, and chemical properties of engineering materials.

*Prerequisites: CHE 150A, PHY 150A, MAT 121, sophomore status*

**EGR 250 Introduction to Circuit Analysis**

4 units (3 lecture units and 1 lab unit)

This course includes circuit laws and nomenclature, resistive circuits with DC sources, ideal operational amplifier, controlled sources, natural and complete response of simple circuits, steady state sinusoidal analysis, and power calculations. It covers basic instruments and experimental techniques in electrical engineering: oscilloscopes, function generators, frequency counters, and multiple-use meters. Students learn measurements of voltage, current frequency response, transient response, and computer simulation of circuits.

*Prerequisites: PHY 150B, MAT 220 (may be taken concurrently), sophomore status*

**English (ENG)**

**ENG 40 English Grammar and Reading-Based Writing**

3 units

This course emphasizes writing at the sentence and paragraph levels. English 40 is designed to facilitate students’ transition into the academic writing process through paragraph development, reading-based writing, and the study of various types of coherent and well-developed paragraphs.

*Prerequisite: English Placement Test*

**ENG 42LW Foundations of College Reading and Writing**

1 unit

This lab provides students with the opportunity to strengthen their skills in reading comprehension, mechanics, grammar, and writing. The lab prepares students for ENG 100 *English Composition and Reading* by providing individualized learning plans based on their current level of skills. Instruction consists of both computer based learning and 1-to-1 synchronous learning sessions with an instructor which adapt to each student’s level of need.

*Prerequisites: Score of 1-12.8 on Reading or 1-12.9 on Writing Skills Inventories*

**ENG 45 English Grammar and Reading Comprehension**

3 units

This course emphasizes writing at the paragraph and essay levels. English 45 is designed to facilitate students’ transition into the academic writing process through paragraph development, reading-based writing, and the study of various types of coherent and well-developed essays.

*Prerequisites: English Placement Test or ENG 40*
**ENG 100 English Composition and Reading**  
3 units  
This course emphasizes reading-based academic writing in a multicultural milieu. Students critically respond to a variety of writers on various topics and themes. In addition, English 100 covers the rhetorical modes and culminates in an argumentative research paper.  
*Prerequisites: English Placement Test or ENG 45 or ENG 45W*

**ENG 100W English Composition and Reading**  
3 units  
This course emphasizes reading-based academic writing in a multicultural milieu. Students critically respond to a variety of writers on various topics and themes. In addition, the course covers the rhetorical modes and culminates in an argumentative research paper.  
*Prerequisites: ENG 45, ENG 42LW, or Score of 12.9 on Reading and a 13 on Writing Skills Inventories*

**ENG 201 Critical Thinking, Reading, and Writing Across the Curriculum**  
3 units  
This course explores the skills of critical reasoning, reading, and writing across the academic disciplines. Students examine and analyze the structure of formal and informal arguments and ways people use language to persuade. The course includes formal logic, critical essays, and research strategies.  
*Prerequisites: ENG 100 or ENG 100W*

**ENG 250 Contemporary Multicultural American Literature and Composition**  
3 units  
This course is a second semester composition course that emphasizes expository and argumentative writing that aims at analyzing modern and postmodern American literature from the 1950s to the present in its various genres: plays, novels, poems, songs, essays, speeches, short stories, and periodical articles. This course will emphasize literature from African American, Asian American, Latino American, Native American, and Middle Eastern American writers, as well as writings from other socio-cultural groups. The course will cover the literary themes and social concerns of those communities represented.  
*Prerequisites: ENG 100 or ENG 100W*

*Formerly ENG 250 Contemporary Multicultural American Literature*

**ENG 300/ENG 300W Advanced Writing Skills**  
3 units  
Students practice and perfect their writing skills by conducting research on debatable topics and completing a research project that meets the standards for academic writing. Students receive instruction in developing voice, matching style to audience, and the research process, creating forms that accomplish rhetorical purposes in expository and argumentative writing modes and contexts through drafting and revising.  
*Prerequisite: Junior standing*
**ENG 301 Introduction to World Literature**

3 units

This course is a survey of world literature representing the various cultures of Africa, Asia, Central and South America, Europe, the Island Nations, the Middle East, and North America. Works include major literary genres: poetry, plays, essays, short stories, and novels. Analysis includes comparison and contrast of different forms and themes, literary criticism, and historical and cultural analysis. The authors represent human diversity and varieties of philosophies and styles.

*Prerequisites: ENG 100, Upper-division standing*

**ENG 302 American Literature I (1600-1865)**

3 units

This course is a study of selected works of American authors from 1600 to 1865. The course introduces various genres of early American writing including essays, letters, short stories, poetry, and novels. The assigned readings represent diverse authors presenting a variety of philosophies and styles. Students are required to reflect on the relationship between the themes presented and the development of American culture and to develop their active and responsive reading skills. The elements of literature are discussed as a tool for literary criticism and analysis.

*Prerequisites: ENG 100, Upper-division standing*

**ENG 303 American Literature II (1865-Present)**

3 units

This course is a study of selected works of American authors from 1865 to present, including poetry, drama, essay, short story, and novel. Literary criticism and analysis are covered. The authors represent human diversity and variety of philosophies and styles.

*Prerequisites: ENG 100, Upper-division standing*

**ENG 305W Women’s Literature and Social Change**

3 units

Students read and discuss a variety of historical and contemporary literary works written by women in the form of essays, short fiction, drama, and poetry/lyrics. Topics include: social change as it relates to women’s experiences of work, family and community, health and well-being, education, and the future. Students use critical thinking, reading, and writing skills to articulate an understanding of course themes.

*Prerequisite: Upper-division standing*

**ENG 399 The Craft of Academic Writing**

3 units

This course features the various genres of academic writing, emphasizing the rhetorical and stylistic features that each genre entails. The course is designed as an alternative to the university’s Junior Writing Proficiency Test. Students demonstrate their academic writing ability by completing a rigorous and varied array of writing assignments, including extensive practice in expository and argumentative writing.

*Prerequisites: Two “no pass” scores on the Junior Writing Proficiency Test*
**ENG 401 Multi-Ethnic Children’s Literature**

3 units

This course focuses on various genres for young people, including picture books, classics, personified machine heroes, and realistic books. The course provides enrichment ideas that teachers can use with young children.

*Prerequisites: ENG 100 or ENG 100W, Upper-division standing*

**English as a Second Language (ESL)**

**ESL 26 Beginning Level**

3 units

This course offers the beginning student the opportunity for intensive study of basic grammar concepts. All major verb tenses are discussed. Students learn basic parts of speech and how to facilitate their knowledge of English syntax by practicing oral and written communication.

*Prerequisites: None*

**ESL 27 Intermediate Level I**

3 units

This course is a continuation of grammar concepts introduced in ESL 26. Practical applications of basic grammar concepts are implemented, and students are introduced to basic composition practice in English. Assignments in writing are required.

*Prerequisites: None*

**ESL 28 Intermediate Level II**

6 units

This is a course continuation review of concepts introduced in ESL 26 and ESL 27. It involves intensive study of vocabulary and pronunciation to meet advanced language requirements.

*Prerequisites: None*

**Ethnic Studies (ETH)**

**ETH 134 Chicano/Latino Culture**

3 units

This course is a historical overview of the Chicano/Latino community in the United States, focusing on race, class, and gender relations. Students analyze the educational, economic, socio-cultural, and political issues facing the U.S. Chicano/Latino community.

*Prerequisites: None*
ETH 265 Minorities in the United States
3 units
This course examines the historical traditions and cultural differences that exist among the major ethnic groups in the United States. Students learn important concepts and theories that are vital to the study of race and ethnicity. The course focuses on Native Americans, Latinos, African Americans, Asian Americans, and European Americans in the context of their acculturation, assimilation, and cultural amalgam in the United States and critically analyzes inter-racial relations.
Prerequisites: None

ETH 300W Latino Culture in the United States
3 units
This course reviews the size, diversity, and influence of the Latino community in the United States. Emphasis is on the analysis of history, culture, social issues, and the future. In addition, this course offers opportunities to connect topics to the National Hispanic University and to develop college-level research and writing skills as a tool to deepen knowledge of Latino culture.
Prerequisite: None

ETH 301 Chicano/Latino Literature
3 units
The course explores Chicano/Latino literature from a Chicano/Latino Studies perspective. Students will analyze how Chicano/Latino authors have used various genres to portray their complex and diverse communities over time. Students compare and contrast the themes and issues impacting the U.S. Latino community, such as the immigrant and refugee experience, poverty and racial isolation, racial and gender discrimination, and the dilemmas of bilingualism and biculturalism.
Prerequisites: ENG 100 or ENG 100W, upper-division standing

ETH 310 Latinos and Social Institutions
3 units
The course analyzes Latino community problems and issues. Students learn how institutions and public policy impact the Latino community and how the Latino community has mobilized itself to change social institutions and public policy.
Prerequisite: Upper-division standing

ETH 317 African American Studies
3 units
This course studies the genesis and development of African American culture and history in the United States through selected art forms, historical themes, and current intellectual debates with special focus on the study of race as a social construct. The emphasis is on exploring how various forms of African American cultural production have both reflected and inspired the historical changes in the United States.
Prerequisite: Upper-division standing
**ETH 318 Asian-American Studies**

3 units

This course introduces major themes in Asian-American Studies from the beginning of Asian immigration to the United States in the mid-19th century to the present. Topics include an analysis of the Asian-American perspective, cultural roots, immigration and settlement patterns, and labor, legal, political, and social history.

*Prerequisite: Upper-division standing*

**ETH 319 Native American Studies**

3 units

This course is a survey of the historical, social, political, economic, and cultural development of Native communities in the United States. Emphasis is on the contributions Native communities have made to the United States and how they have shaped society.

*Prerequisite: Upper-division standing*

**ETH 321 Chicana/Latina Women in the United States**

3 units

This course examines the historical and contemporary experiences of Chicana/Latina women in relation to family, work, community, sexuality, and individual and collective activism as well as the development of Chicana/Latina feminist thought. Particular attention is paid to the interplay between race, class, and gender in American society.

*Prerequisite: Upper-division standing*

**ETH 322 Latin American Families in the United States**

3 units

This course studies Latin American people in the United States with emphasis on historical origins, cultural values and practices, social organization, political adaptations, occupational distribution, and contemporary social conditions.

*Prerequisite: Upper-division standing*

**ETH 350 Chicano History**

3 units

This course focuses on the Mexican experience in the United States. Students analyze the Spanish and Mexican settlements in the southwest; the causes and results of the Mexican-American War; early 20th Century mass migration, adaptation, and resistance; and the current leading issues confronting the nation’s largest ethnic minority.

*Prerequisite: Upper-division standing*

**ETH 351 Mexican History**

3 units

Students analyze Pre-Colombian societies, the Spanish Conquest and Colonization, Mexican Independence and the struggle for Reform, the Porfiriato, the Mexican Revolution, the post-revolutionary era, and the contemporary period.

*Prerequisite: Upper-division standing*
**ETH 400 Gender, Race, and Culture in American Society**

3 units

This course examines the multiple intersections of race, gender, and class relations in American society, focusing on multiculturalism, relations of power, and cultural production and representation. The course includes historical perspective, lived experiences, theoretical constructs of race, class, and gender, and a major research project comparing two or more disciplines.

*Prerequisite: Upper-division standing
Formerly ETH 122*

**ETH 432 Advanced Multicultural Relations**

3 units

This course is a capstone research seminar for senior liberal studies majors with an emphasis on cross-cultural studies. The course makes a critical and comparative analysis of historical and contemporary issues affecting Mexican-American/Latino, Native American, Asian-American, European-American, and African-American communities in the United States.

*Prerequisite: Upper-division standing*

**Geography (GEO)**

**GEO 100 Introduction to Earth Science**

3 units

This course is an introduction to the composition, structure, and evolution of the Earth and the impact of man on the environment. It covers the interactions of the lithosphere, hydrosphere, and atmosphere, and relations of geological systems, hazards, and resources to the human environment and future.

*Prerequisites: None*

**GEO 200 Physical Geography**

3 units

This class provides an introductory framework for understanding the geography of our atmospheric, geological, and biological environments.

*Prerequisites: None*

**GEO 300 Principles of Cultural Geography**

3 units

This course is an introduction to the interrelationships of world cultural groups and their environments. It includes map analysis, climates, and settlement patterns on the varieties of human, social, business, and political development.

*Prerequisite: Upper-division standing*
Geosciences (GSC)

GSC 150/GSC 150W Introductory Study of Planet Earth
3 units
This interdisciplinary study of the Earth has particular emphasis on the evolution and interactions of our planet’s physical systems. This course examines current knowledge of geology, hydrology, meteorology, oceanography, and astronomy; the mechanisms, techniques, and tools used in these fields; and the development of scientific ideas.
Prerequisites: None

GSC 150A Introductory Study of Planet Earth Lab
1 unit
This interdisciplinary lab supplements a general lecture course with hands-on science experiments and applications in astronomy, geology, meteorology, and oceanography.
Prerequisites: None

GSC 250 The Evolution of Earth and Life on Earth Through Time
3 units
This course is an integrated study of the nature of Earth materials, geologic time, and the history of Earth and its life forms. The class is a hybrid physical and historical geology course that combines a lecture and laboratory experience.
Prerequisites: GSC 150, GSC 150A

History (HIS)

HIS 100 U.S. History I
3 units
This course is a survey of the political and social development of the United States through the Civil War. Multicultural and gender perspectives and issues are incorporated throughout.
Prerequisites: None

HIS 201 U.S. History II
3 units
This course presents students with a survey of political and social development of the United States from Reconstruction to the present. Multicultural and gender perspectives and issues are incorporated throughout.
Prerequisites: None

HIS 313 California History
3 units
This course covers the political, social, and intellectual growth of California from Spanish colonial era to the present, with emphasis on the themes and movement identified in the California State Framework.
Prerequisite: Upper-division standing
**HIS 314 World History I**

3 units

This course covers themes in the institutional, political, socio-business, and cultural development of modern society and sociopolitical changes. It includes the themes, movements, and geography identified in the California State Framework. Students study the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America to 1650.

*Prerequisite: Upper-division standing*

**HIS 414 World History II**

3 units

This course covers themes in the institutional, political, socio-business, and cultural development of modern society and sociopolitical changes. It includes the themes, movements, and geography identified in the California State Framework. Students study the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America from 1650 to the present.

*Prerequisite: Upper-division standing*

**Information Competency (INF)**

**INF 100 Information Literacy**

1 unit

This course prepares the student for college-level research. Students learn to develop a search strategy, locate and evaluate material from a variety of sources and in a range of formats, and compile a bibliography and footnotes.

*Prerequisites: None*

**Linguistics (LIN)**

**LIN 406 Comparative Linguistics**

3 units

Students compare and contrast language systems (phonology, morphology, structure, and syntax) with English. The class includes major languages spoken in California schools.

*Prerequisite: Upper-division standing*

**Liberal Studies (LS)**

**LS 200 Service Learning**

3 units

Students engage in 60 hours of public service within agencies or organizations in the local area, reflecting on the purposes of their service as well as the policies, structure, and operation of those agencies. Students prepare written reports and deliver oral presentations on their public service experiences.

*Prerequisites: None*
**LS 300 Liberal Studies Gateway Experience General Option**

3 units

Students explore how the liberal arts are structured into disciplines and study their internal organization. They learn how to apply and integrate disciplinary knowledge in an interdisciplinary fashion and engage in interdisciplinary practice through their research assignments.

*Prerequisite: Upper-division standing*

**Mathematics (MAT)**

**MAT 40 Pre-Algebra Math Review**

3 units

This course is designed for students who need a solid review of basic mathematics and pre-algebra prior to taking an elementary algebra course. Topics include whole numbers, fractions, decimals, percentages, ratios, and proportions, integers, the metric system, elementary geometry, data and statistics, and problem solving. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisite: Math Placement Test*

**MAT 45 Elementary Algebra and Geometry**

3 units

This course introduces the fundamentals of algebra and geometry. Topics include integers, rational numbers, laws of exponents, scientific notation, linear functions, polynomials, algebraic fractions, quadratic equations, plane geometry, geometric figures, area, formulas, volume of solids, and deductive reasoning. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisites: Math Placement Test or MAT 40*

**MAT 50 Geometry**

3 units

This course involves the study of Euclidean (plane), non-Euclidean, and higher dimensional geometric figures and relationships. Considerable attention is devoted to deductive reasoning (proofs). The approach is both logical and intuitive, leading to the ability to apply formulas and to visualize in two and three dimensions. This course is highly recommended for students who have not had high school geometry. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisites: MAT 45 or MAT 45W*

**MAT 55W Foundations of College Math**

3 units

This course will refresh students' familiarity with basic mathematics and algebra concepts. Topics include real number operations and properties, simplifying algebraic expressions, solving and graphing linear equations and inequalities, factoring polynomials, and evaluating rational and radical expressions. Math study skills topics are incorporated into course assignments to promote student success. Upon successful completion, students are prepared to take Intermediate Algebra or Quantitative Reasoning.

*Prerequisite: Score of 1-9 on Math Skills Inventories*
**MAT 60LW Fundamental Math Lab**

1 unit

This lab provides students with the opportunity to strengthen their skills in basic mathematics and algebra concepts. The lab prepares students for MATH 103 Quantitative Reasoning by providing individualized learning plans based on their current level of skills. Instruction consists of both computer-based learning and 1-to-1 synchronous learning sessions with an instructor, which adapt to each student’s level of need.

*Prerequisite: Score of 10 thru 13 on Math Skills Inventories*

**MAT 100 College Algebra**

3 units

This course is designed to prepare the student for courses requiring a solid algebraic background. The course content includes the study of fundamental algebraic concepts and contains the following topics: equations and inequalities, functions and graphs, polynomial functions, rational functions, systems of equations and inequalities, and exponential and logarithmic functions. Conic sections and sequences and series may also be included.

*Prerequisites: Math Placement Test or MAT 45*

**MAT 102W Explorations of Mathematics**

3 units

This course will use discovery-learning approaches to foster students’ inductive, deductive, and logical reasoning skills while emphasizing the relevancy, utility, and beauty of mathematics in everyday life. Students investigate the connections between math and culture, music, art, architecture, and nature. They also employ real-world mathematical applications to areas of probability, combinatorics, data analysis, consumer math, scheduling, critical paths, and networking trees.

*Prerequisites: None*

**MAT 103W Quantitative Reasoning**

3 units

This course focuses on the application of quantitative reasoning to real-world experiences. Students analyze the impact of quantitative reasoning and mathematics on the society and one's personal life. They learn to identify quantitative data from given situations, distinguishing essential information to form reasonable conclusions. Students also learn to identify and describe mathematical information and convert between written, numeric, graphical and symbolic modes in considering relationships. Multiple-step problems are solved using different modes of reasoning.

*Prerequisites: MAT 55W, MAT 60LW, or Score 13 on Math Skills Inventories*

**MAT 108 Number Systems**

3 units

This course is designed for students preparing for a career in elementary school teaching. The course content includes the study of the real number system, numeration systems, elementary number theory, statistics, and problem-solving techniques required for elementary mathematical applications.

*Prerequisites: MAT 45 or Math Placement Test into MAT 100*
MAT 115 Trigonometry

3 units

This course in numerical and analytical trigonometry is designed to help prepare the student for the level of trigonometry and advanced algebraic concepts necessary for calculus. Topics studied include trigonometry functions, trigonometric graphing, trigonometric equations and identities, trigonometric equations and laws, vectors and complex numbers, conic sections, sequences and series, mathematical induction, and the binomial theorem.

Prerequisites: Satisfactory score on Math Assessment Test, two years of high school algebra, one year of high school geometry; or MAT 100

Formerly MAT 115 Trigonometry and Analytic Geometry

MAT 120 Calculus and Analytic Geometry I

4 units

This is the first course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. It includes functions and graphs, topics in analytic geometry, the analysis of algebraic and trigonometric functions, limits, derivatives, integrals, and applications.

Prerequisites: Satisfactory score on Math Assessment Test, two years of high school algebra, one year of high school geometry, one year of high school trigonometry; or MAT 115

MAT 121 Calculus and Analytic Geometry II

4 units

This is the second course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. It includes logarithmic and exponential functions, inverse trigonometric functions, topics in analytic geometry, techniques of integration, polar coordinates, infinite sequences and series, further applications of integration, and an introduction to differential equations.

Prerequisite: MAT 120

MAT 122 Calculus and Analytic Geometry III

4 units

This is the third and last course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. In this course the concepts of calculus are extended to functions of more than one variable. The content includes three-dimensional analytic geometry and vectors, partial derivatives, multiple integrals, and vector calculus.

Prerequisite: MAT 121

MAT 200 Conceptual Geometry

3 units

This course is an introduction to geometry, various forms of measurement, the inductive and deductive process, and reasoning. Content includes introductory exercises in transformations and strategies designed to identify and enact problem-solving techniques. Technology is integrated throughout the course.

Prerequisite: MAT 100
MAT 220 Differential Equations
4 units
This course is the study of ordinary differential equations and their applications to problems in engineering and science. Methods are developed for solving equations of order one, linear equations of arbitrary order, and linear systems. Students are introduced to series methods, Laplace transforms, and numerical methods.
Prerequisite: MAT 122

MAT 312 Educational Statistics
3 units
This course is the study of descriptive statistics: histogram, measures of central tendency and variability, sampling distributions. Content includes estimation and hypothesis tests for means, proportion, and variances; linear regression and correlation, nonparametric methods. Examples and data are taken from education.
Prerequisites: MAT 100 or MAT 108

Philosophy (PHL)

PHL 100/PHL 100W Introduction to Philosophy
3 units
This course provides students with an analytic study of the history of philosophy and some of its core areas, including metaphysics, epistemology, ethics, logic, and social/political philosophy. Through course readings and activities, students examine the diversity of cultures and genders that have shaped philosophical ideas throughout history. Students explore some of the major philosophical topics, such as the nature of reality, the existence of God, the soul, free will, the nature of knowledge, determinants of how we should live, and the nature of human beings.
Prerequisites: None

PHL 150W Ethics
3 units
This course is an integrated and multicultural study of moral philosophy that explores some of the major ethical theories and problems from past and present. Students focus on moral reflection, moral reasoning, and moral decision making, with special emphasis on applying ethical theory to everyday situations.
Prerequisites: None

PHL 200/PHL 200W Introduction to Logic
3 units
This course begins the study of formal and informal logical argumentation, including fallacies, and inductive and deductive reasoning. Students use concepts and methods for understanding and analyzing arguments, and learn how to evaluate factual claims and hidden or unstated assumptions. Logical methods are used to understand issues in race, class, and gender.
Prerequisites: None
**PHL 300 Personal, Professional, and Social Ethics**

3 units

This course introduces a systematic framework for thinking about ethical dilemmas that arise in personal, professional, and civic life. It reviews theoretical, biological, and social cultural conceptions of moral obligation, as well as relevant socio-historical, socio-cultural, and scientific contexts. This course enhances students’ ability to recognize the complex interplay between moral concepts and lived experience and to resolve moral dilemmas.

*Prerequisite: Upper-division standing*

**Physics (PHY)**

**PHY 120 Physics**

3 units

This course emphasizes classical mechanics, electricity and magnetism, quantum mechanics, relativity, and nuclear physics. The course traces the historical development and philosophical significance of scientific knowledge and contrasts the methods of science with those of other disciplines. It assesses the role science and technology can play in solving some of society’s problems. The goal of the course is to provide students with tools for becoming scientifically literate.

*Prerequisites: MAT 100 or MAT 108*

**PHY 150A General Physics I (Mechanics)**

4 units (3 lecture units and 1 lab unit)

This course is the first in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of mechanics are introduced at a calculus-based level. Specific topics include kinematics, Newton’s laws of motion, work and energy momentum, rotation, and simple harmonic motion. A problem-solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

*Prerequisites: Proficiency in high school physics or PHY 120; MAT 120 (may be taken concurrently) or equivalent*

**PHY 150B General Physics II (Electricity and Magnetism)**

4 units (3 lecture units and 1 lab unit)

This course is the second in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of electricity and magnetism are introduced at a calculus-based level. Specific topics include the electric field, Gauss’ Law, electric potential, DC circuits, Maxwell’s equations, and electromagnetic waves. A problem-solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

*Prerequisites: PHY 150A, MAT 121 (may be taken concurrently)*

**PHY 150C General Physics III (Heat and Light)**

4 units (3 lecture units and 1 lab unit)

This course is the third in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of optics, thermodynamics, and modern physics are introduced at a calculus-based level. Specific topics include waves, geometric optics, wave optics, (including interference, diffraction, and polarization), heat, thermal properties of matter, and thermodynamics.
A problem-solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

Prerequisites: PHY 150B, MAT 121 (may be taken concurrently)

**PHY 150D Physics IV (Atomic Physics)**

4 units (3 lecture units and 1 lab unit)

This course is the fourth in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. Introduction to quantum physics emphasizing electronic structure of atoms and solids, radiation, and relativity at a calculus-based level. A problem-solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

Prerequisites: PHY 150C, MAT 121 (may be taken concurrently)

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**Political Science (POL)**

**POL 101/POL 101W Introduction to American Government**

3 units

In this course, students examine the structure, development, and dynamics of American political institutions and processes. Students explore major topics such as the U.S. Constitution, federalism, the presidency, Congress, and the judiciary.

Prerequisites: None

**POL 300W Latino Politics and Public Policy**

3 units

Students will study how government impacts Latinos and the Latino struggle to shape government policy and its implementation. It offers an analysis of political science perspectives on the Latino community’s struggle to gain effective access to government.

Prerequisite: Upper-division standing

**POL 302W The Making of Public Policy**

3 units

This course explores government decision making and the impact these decisions have on people and communities. Students explore how issues become part of the political agenda, groups exercise power, and government policies are evaluated and modified. The advantages and disadvantages of the public policy process in relationship to certain groups of people is examined and evaluated. This course offers the student an opportunity to engage in the exploration of many of the questions and issues surrounding the making of public policy.

Prerequisite: Upper-division standing
**POL 340W Global Social Justice: Focus on U.S. Latinos and Latin America**

3 units

This course examines the issues of social justice that are prominent in the new global community. It offers an exploration of matters such as the role of women, environmental justice, the responsibility of richer nations to poorer nations, the promotion of diversity, and the protection of human rights. Students study international organizations dedicated to promoting social justice and consider how important social justice should be in working with minority groups and with international relations. There is a special focus on U.S. Latinos and the peoples of Latin America.

*Prerequisite: Upper-division standing*

**POL 350W Public Administration**

3 units

This course involves the study of the purpose and scope of public administration and key concepts such as bureaucracy, ecology, and administrative power. Vital topics are discussed and analyzed, such as decision making, implementation, administrative communication, and competing bureaucratic subsystems. The course offers an analysis of politics and ethics in public administration.

*Prerequisite: Upper-division standing*

**POL 400W Latinos and the Law**

3 units

This course is an introduction to the Latino experience in the legal system, beginning with the Treaty of Guadalupe Hidalgo and continuing through contemporary time and the status of undocumented immigrants. The course focuses on important constitutional issues and cases that have impacted the Latino community. It examines how American society and the political system, operating under the framework of the U.S. Constitution, have influenced the civil and political rights of Latinos. The Latino experience in the criminal justice system is also studied.

*Prerequisite: Upper-division standing*

**Psychology (PSY)**

**PSY 100/PSY 100W Introduction to Psychology**

3 units

Students examine a broad overview of the different fields of psychology, including biological psychology, sensation and perception, learning and memory, language, thought and intelligence, motivation and emotion, human development, personality, abnormal psychology and therapy, human sexuality, and social and applied psychology.

*Prerequisites: None*

**PSY 110W Psychology in the Contemporary World**

3 units

This course is designed to provide students with a broad understanding of psychological approaches to understanding individual behavior in the context of contemporary society. In addition, students acquire knowledge of computer and information literacy needed to function effectively as higher education students and as professionals in the field of psychology. Students understand broad approaches to understanding psychology through popular media as well as through key research studies that have changed the way we understand behavior and its impact on the world. Students also explore the online
classroom, learn and practice basic computing, word processing, and presentation skills, and become familiar with the Internet as a tool for academic exploration.

Prerequisites: None

Note: This is a required first-term B.A. in Psychology course and is non-transferable.

**PSY 205W Social Psychology**

3 units

This course focuses on the basic concepts and applications of social psychology and includes such topics as attitudes, beliefs, and behavior; stereotyping, prejudice, and discrimination; interpersonal relationships; group behavior; and the effect of environmental stressors on behavior. Students apply principles learned to case studies and to situations in daily life.

Prerequisites: PSY 100 or PSY 100W

**PSY 210W Learning and Cognition**

3 units

How do people learn, and what are the strategies that maximize learning? This course provides students with an introduction to the cognitive and behavioral bases of learning and memory. Topics include classical and operant conditioning, introduction to theories of short- and long-term memory, and cognitive science approaches to learning. Students apply principles learned to optimizing their own performance.

Prerequisites: PSY 100 or PSY 100W

**PSY 215W Cross-Cultural Psychology**

3 units

Many aspects of career and personal life require the ability to relate to people of different cultures and diverse backgrounds. Students in this course examine key factors related to understanding life in a multicultural world. They assess psychological concepts from a variety of perspectives and examine theories of culture. Students learn how professionals use psychology to understand oppression, acculturation, and cultural aspects of cognition, mental health, physical health, aggression, and emotion. Sharpening communication and critical-thinking skills, students engage in peer discussions on a variety of topics, such as personal culture, cultural sensitivity in research, emotions, developmental theories, and attribution. Through these discussions, application-based assignments, and weekly assessments, students demonstrate their knowledge of how diversity and multiculturalism affect human behavior.

Prerequisites: PSY 100 or PSY 100W

**PSY 230W Motivation and Emotion**

3 units

What drives people to do what they do? In this course students have the opportunity to answer this question as they explore basic theories of motivation and emotion. They also explore bodily needs, such as hunger, thirst, and sex, that drive people to action; concepts in motivation, such as achievement, altruism, and conflict; and concepts related to emotion, including happiness, hormonal influences, and mood. Students assess content and share different perspectives through peer discussions on related topics, such as sources of motivation, hunger and eating, need for power, extraversion, goals, and decision making.

Prerequisites: PSY 100 or PSY 100W
**PSY 305W Developmental Psychology: Lifespan**

3 units

This course explores the major developmental concepts and methods of the life span. Fundamental theories, distinctive methods, and the physical, perceptual, cognitive, social, motivational, and emotional issues of development for each phase of life are considered.

*Prerequisites: Upper-division standing, PSY 100 or PSY 100W*

**PSY 315W Psychological Disorders and Crime**

3 units

This course focuses on the analysis of research findings, including research data from major studies, on psychological disorders and criminality in behavior, institutions, community, and myth. Students evaluate contemporary theories about the relationship of psychological disorders and crime. Appropriate treatments, institutionalization, and detention or incarceration are explored.

*Prerequisite: Upper-division standing*

**PSY 317W Brain and Behavior**

3 units

The study of the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion. They apply concepts and theories about the brain to psychological health and well-being.

*Prerequisites: Upper Division Standing, PSY 100 or PSY 100W*

**PSY 325/PSY 325W Children with Varying Abilities**

3 units

This course covers issues related to children with varying abilities. Teaching practices and philosophies of inclusion are discussed. Adaptations, intervention methods, and working respectfully with families are highlighted.

*Prerequisite: Upper-division standing*

**PSY 331W Methods in Social Science Inquiry**

3 units

A variety of factors can cloud one’s interpretation of human experience. In this course, students learn about research methods that professionals use to test hypotheses in an objective and systematic manner to minimize biases, providing a framework for more accurate conclusions. They examine correlation versus experimental methods, validity and reliability, dependent and independent variables, qualitative versus quantitative research, and statistical versus clinical prediction. Applying course theories and concepts, students gain practical experience conducting a simple experiment for which they write results using American Psychological Association (APA) format and style.

*Prerequisites: PSY 100 or PSY 100W, 12 units, Psychology coursework at 200-level or higher, Upper-division standing*

**PSY 335W Data Analysis and Evaluation**

3 units
A hallmark of science and advertising is the use of numbers to convince people that a particular point of view is correct. In this course, students examine basic statistical principles. They learn how to create and present descriptive statistics, test hypotheses, and use two-group inferential tests, correlation, and the chi-squared test. Students engage in a variety of assignments designed to provide practical application of content through common data analysis tasks, such as distinguishing between the different types of frequency distributions, calculating z-scores and interpreting their meaning for research, and interpreting studies with multiple levels of a factor. The goal of the course is for students to be comfortable using statistics and to better understand the importance of statistics in research.

Prerequisite: Upper-division standing

**PSY 341W Theories of Personality**

3 units

Many people attribute individual behavior to personality rather than environmental factors. This course provides an introduction to the major theories of personality and their contemporary relevance. Students discuss key personality theorists, including those who represent the psychoanalytic, neopsychoanalytic, trait, biological, humanistic, cognitive, behavioral, and social-learning approaches to understanding personality. Students also explore how race, gender, and cultural issues play a part in the study of personality and in personality assessment. The goal of this course is for students to understand major theories of personality and the limits of personality to explain individual behavior.

Prerequisite: Upper-division standing

**PSY 350W Latino Psychology**

3 units

The central focus of this course is the examination of theories, research, and major issues of relevance to understanding social-psychological processes in Chicano/Latino populations. Topics include the history of Latino psychology, ethnic identity development, immigration and acculturation, family structure and parenting, early childhood development, Latino youth, gender issues, physical and mental health issues, culturally sensitive counseling and psychotherapy, and future directions for practice and research.

Prerequisite: Upper-division standing, PSY 100 or PSY 100W

**PSY 360W Role of Individual in Community Engagement**

3 units

Before individuals can advocate for change, it is essential that they understand the relationship among themselves, others, and communities. In this course, students explore the role of individuals in the context of multiple perspectives. The many perspectives of community and how individual resiliency can influence community wellness are discussed. Students analyze their personal worldviews and how these influence their involvement in community. Connections among community engagement, community consciousness, and civic engagement are explored through the application of ecological systems theory. Students are also introduced to principles of participatory action research and how it applies to community engagement.

Prerequisites: PSY 100 or PSY 100W, 12 units Psychology coursework at 200-level or higher, Upper-division standing
**PSY 450W Community Mental Health**

3 units

What is the relationship between individual resilience and community well-being? Cultural understandings of mental health and access to care redefine concepts of community well-being and approaches to care. In this course, students learn about mental health issues and concerns from cultural and lifespan perspectives. Topics include: religion and spirituality, environment, substance abuse, violence, prevention, and health promotion. Students investigate and present a mental health and wellness issue of their choice.

*Prerequisites: Upper-division standing, PSY 100 or PSY 100W, PSY 305W*

**PSY 460W Application of Psychology to Social Issues**

3 units

How can psychological inquiry and research on social issues inform community engagement? In this course, students learn to read and interpret research on critical social issues. Students examine different research methods, including quantitative, qualitative, and mixed-methods (including participatory action research). From these perspectives, students are introduced to major social issues such as education; immigration; health disparities; gender; family structures, dynamics, and transitions; and violence. Students synthesize research encompassing multiple perspectives on critical social issues that impact communities.

*Prerequisites: Upper-division standing, PSY 360W*

**PSY 461W Community Change through Participatory Action Research**

3 units

The most effective change is that which is based on research and evaluation of best practices. This course expands on the principles of participatory action research (PAR) as one approach to effect change in communities. Students will learn the steps to conducting PAR and evaluate current research to explore applications of PAR in multiple contexts. Students also explore research ethics and researcher safety. Students develop an outline for a PAR proposal to address a social issue within their community.

*Prerequisites: Upper-division standing, PSY 450W, PSY 460W*

**PSY 462W Leading Community Engagement**

3 units

Willingness, courage, skill, and commitment to engage with others are needed to become an effective leader in a community. No one person, however, can effect change unless he/she is able to develop a network of interest and support to strengthen communities and people. In this course, students demonstrate an understanding of audiences, information literacy, and the nature of evidence. Students create a community engagement initiative grounded in cultural respect and using evidence-based approaches that has the potential for implementation.

*Prerequisites: Upper-division standing, PSY 461W*

**PSY 470W Psychology of Leadership**

3 units

Are leaders made or born? This question has been debated for decades. This course considers the question and examines theories and principles of leadership and leader development. Topics include models and styles of leadership, characteristics of effective leaders, cultural issues related to leadership,
leader development, leadership measures, and leadership maintenance. Students learn leadership concepts using case study methods and apply leadership concepts and principles to themselves and to others.

**Prerequisites:** Upper-division standing, PSY 381W

**PSY 474W Applying Psychological Principles to Organizations**

3 units

Why are some organizations more successful than others? What are the advantages to virtual teams in organizations? This capstone course explores the application of psychological principles to organizations including how organizations function; organization culture, behavior, and development; group dynamics; systems-level approaches; and advocacy. Students analyze, using case study methods, the changing nature of organizations, including the emergence of international and virtual organizations.

**Prerequisites:** Upper-division standing, PSY 470W

**Note:** This is taken as the last course of the concentration.

**Science (SCI)**

**SCI 100 Computer Applications for Scientists and Engineers**

3 units (2 lecture units and 1 lab unit)

This course introduces the use of computer applications to create a technical project proposal. Problem-solving methods and practices are introduced, and research and data are collected using the Internet and other sources. The course emphasizes the use of word processing, presentation, spreadsheet, and Web-based software to develop and present a technical project proposal.

**Prerequisites:** None

**Sociology (SOC)**

**SOC 101 Introduction to Sociology**

3 units

This course is an introduction to the field of sociology. Students learn fundamental concepts and the major approaches in the analysis of social behavior. The course addresses major topics such as race and ethnic relations, social class and mobility, role and status, and social institutions.

**Prerequisites:** None

**SOC 102W Multicultural Dimensions of Society**

3 units

As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing increasingly diverse. This course provides students with a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of prejudice, cultural bias, discrimination, civil rights, diversity, pluralism, and conflict resolution among people with diverse life experiences. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues.

**Prerequisites:** None
**SOC 200 Introduction to Social Work**

3 units

This course is an introduction to social welfare institutions and the social work profession. It reviews the history of social work and the development of social work theory and practice. Major topics also reviewed include policies that address social problems, the understanding of clients’ social environments, culturally competent social work practice, and the case management approach.

*Prerequisites: None*

**Sociology Social Science (SOSC)**

**SOSC 453 Social Science Capstone**

3 units

This course introduces social science research methodologies. Topics include critical analysis and evaluation of qualitative and quantitative research. Emphasis is placed on developing student skills needed to locate, understand, and critique research findings. This course provides an opportunity for students to design and carry out a research project under the guidance of the instructor.

*Prerequisite: Senior standing*

**Spanish (SPAN)**

**SPAN 100 Elementary Spanish I**

5 units

This course teaches the fundamentals of Spanish, including listening, speaking, reading, and writing. Emphasis is placed on classroom vocabulary and development of communication skills in cultural contexts.

*Prerequisites: None*

**SPAN 101 Elementary Spanish II**

5 units

This course is a continuation of Spanish 100. Emphasis is placed on classroom vocabulary, grammar, and development of communication skills in cultural contexts.

*Prerequisites: SPAN 100 or permission of instructor*

**SPAN 200 Intermediate Spanish I**

5 units

This intermediate Spanish course includes listening, speaking, reading, writing, and grammar. Emphasis is placed on cultural material, short stories, essays, and plays. The study of vocabulary and development of communication skills in cultural context are continued.

*Prerequisites: SPAN 101, permission of instructor, or passing score on Spanish placement test*

**SPAN 201 Intermediate Spanish II**

5 units

This intermediate grammar and composition course emphasizes advanced elements of grammar, writing, and speaking skills.

*Prerequisites: SPAN 200, permission of instructor, or passing score on Spanish placement test*
**SPAN 205 Spanish for Native Speakers**

5 units

This course is designed for native-speaker students who are fluent in spoken informal Spanish, but need grammatical and syntactical knowledge to improve written and oral communication. The goal is to improve students’ appreciation of the Hispanic cultures and knowledge of language acquisition. This course is not open to students of Spanish 201.

*Prerequisites: Placement test or permission of the instructor*

**SPAN 301 Advanced Grammar and Composition**

3 units

This course reviews selected grammatical structures and verb conjugations using literary texts and cultural issues. Emphasis is placed on expository writing.

*Prerequisites: SPAN 201 or SPAN 205 or permission of instructor*

**SPAN 305 Latin American Literature**

3 units

This course surveys Latin American Literature, including literary genres of poetry, drama, essay, short stories, and novels of Latin American authors. Emphasis is placed on critical analysis and discussions on topics, characters, context, place and style, and how these authors have influenced history and society in Latin America and the world.

*Prerequisite: SPAN 301*

**SPAN 306 Iberian Literature**

3 units

This course surveys Spanish literature, including literary genres of poetry, drama, essay, short stories, and novels of Spanish authors. Emphasis is placed on critical analysis and discussions on topics, characters, context, place and style, and how these authors have influenced history and society in Spain.

*Prerequisites: SPAN 301 or permission of the instructor*

**SPAN 310 Latin American Civilization and Culture**

3 units

This course surveys Latin American civilization and culture as reflected in the arts, history, politics, traditions, and institutions. The course covers Pre-Colombian civilizations to contemporary societies.

*Prerequisites: SPAN 301 or permission of the instructor*

**SPAN 311 Iberian Civilization and Culture**

3 units

This course surveys Iberian civilization and culture as reflected in the arts, history, politics, traditions, and institutions. The course covers early peninsular civilizations to contemporary societies.

*Prerequisites: SPAN 301 or permission of the instructor*
SPAN 312 Chicano/Latino Civilization and Culture
3 units
This course studies Chicano art and cultural representations, including visual arts, media, performing arts, and literature. Emphasis is placed on how these cultural productions have influenced history.

Prerequisites: SPAN 301 or permission of the instructor

SPAN 320 Vive el Teatro
3 units
This course is a study and practice of teatro as a vehicle to represent and understand our communities and includes a brief survey of Latin American teatro history. Students explore how to produce short plays.

Prerequisites: SPAN 305 or permission of the instructor

SPAN 330 Professional Communication Skills
3 units
This course is designed to advance spoken and written proficiency at the professional level and to help students refine their professional communication styles in small groups and in classroom settings. This course involves intensive oral presentations.

Prerequisite: Permission of the instructor

SPAN 335 Introduction to Linguistics
3 units
This course covers the fundamentals of Spanish linguistics, phonology, morphology, syntax, and semantics. Students apply linguistics principles through the exploration of phonology, morphology, and syntactic variation in Spanish from the synchronic and diachronic points of view.

Prerequisites: SPAN 301 or permission of the instructor

SPAN 401 Mexican Literature
3 units
This course surveys selected works of Mexican authors that include but are not limited to poetry, drama, and prose. The course discusses and analyzes selected texts from a literary genre or from various literary genres that are representative of a literary movement or a period. Representative texts from any Mexican literary and historical period can be chosen, from the codex pictographs to contemporary texts.

Prerequisites: SPAN 305 or permission of the instructor

SPAN 420 Hispanic Literary Genres
3 units
This course is designed to expose students to a specific literary genre that includes but is not limited to prose, essays, poetry, and drama from the Spanish-speaking world.

Prerequisites: SPAN 305 or permission of the instructor

SPAN 450 Special Topics in Spanish
3 units
Students who wish to research an area of study that is not included in the curriculum may petition for a special project. Students complete the Special Topics form and meet with an instructor to plan the
content. The project must be approved by and the form must be signed by the chair of the department and then forwarded to the Office of the Registrar. Students may not register for more than two special projects in their academic career.

Prerequisites: SPAN 301, SPAN 305, permission of instructor

Special Topics (SPT)

SPT 299, SPT 399, SPT 599 Special Topics

1-3 units

Students who wish to research an area of study that is not included in the curriculum may petition for a special project within their respective department. Students will complete the Special Topics form and meet with an instructor to plan the content. The chair of their department must approve the project and sign the form. Students may not register for more than two special projects in their academic career.

Prerequisite: Permission of instructor

Speech (SPC)

SPC 100/SPC 100W Public Speaking

3 units

This course explains the theory and practice of oral communication. The course emphasizes organization, presentation, and evaluation of various types of speeches. Students express their own ideas and experience the diverse perspectives of classmates through exercises, discussions, and formal speeches. In addition, students engage in critical listening, audience analysis, and audience-focused presentations. Students also explore the ethical responsibilities of a public speaker.

Prerequisites: None

SPC 300 Argumentation and Advocacy of World Issues

3 units

This course investigates and applies principles of argumentation to understanding theoretical models of argument and critical thinking, as well as applying communication contexts. Students learn about inquiry and advocacy in public issues for intelligent participation and analysis in discussion and debate. The role rhetoric plays in contemporary culture and world issues includes topics such as political advocacy, science, technology, mass persuasion, and contemporary social issues.

Prerequisite: Upper-division standing

Teacher Education Special Education (SPED)

SPED 500 Assessment and Instructional Planning

2 units

This course exposes students to a variety of assessment techniques appropriate for individuals with exceptionalities. Emphasis is placed on instruments and assessment methods that provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques. The course also focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language and other learning differences are able to reach their full potential.

Prerequisites: None
SPED 501 Behavior Management and Intervention
3 units
This course looks at strategies for constructing collaborative learning environments that promote positive behavior and active learner participation. Behavior management approaches and classroom design discussed within the context of this course focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group, and large group supports for success are addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

Prerequisites: None

SPED 502 Curriculum and Instruction Adaptations
3 units
This special education methods course is designed to present information on the instruction of students with disabilities. A focus on diversity is inherent in the design of the course, and information of teaching culturally and linguistically diverse students is infused throughout. Students learn adaptations in curriculum and instruction for students with disabilities in language development, reading, and language arts, including: informal assessment, formulation of long- and short-term instructional objectives, and design and delivery of instruction including lesson development, on-going assessment, and modification of instruction based on student progress.

Prerequisites: None

SPED 503 Teaching Mild to Moderate Students
3 units
This course provides an overview of special education disabilities and programs for the education of children, youth, and young adults with mild/moderate disabilities. Content focuses on creating responsive environments, planning and organizing instruction, and various educational approaches including technology for diverse learners with mild/moderate disabilities. Research in the field is reviewed with emphasis on current trends. This course provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with mild/moderate disabilities.

Prerequisites: None

SPED 504 Autism Spectrum Disorders (ASD) Introduction
3 units
This course introduces the history and terms that explain the parameters of teaching students with the ASD classification. A review of the law and rights of parents, as well as issues regarding service and specialized programs are included. Using clinical and research-based exploration, the candidate will have the opportunity to develop an understanding of what is needed to provide a successful teaching environment for students that fall within the spectrum.

Prerequisites: Credential or chair approval
**SPED 505 Collaboration in Special Education**

3 units

Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential providing services for individuals with disabilities. This course focuses on empowering special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

*Prerequisites: Tier I or Preliminary Credential*

**SPED 506 Advanced Curriculum in Special Education**

3 units

Providing accommodations and differentiating instruction are essential practices for special educators. This course focuses on advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas with special emphasis on progress monitoring. Teachers will examine content-area standards and curriculum, with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic for all students who have special needs, including students with cultural and linguistic considerations.

*Prerequisites: Tier I or Preliminary Credential*

**SPED 507 Autism: Teaching, Learning, and Assessment**

3 units

This course provides the candidate with educational strategies to be used for children with autism spectrum disorders including high- and low-functioning autism, Asperger Syndrome, and Pervasive Developmental Disorder. The course focuses on the theory and application of evidence-based instructional strategies, expanded technological supports, curricular modifications, and practices for students with autism spectrum disorders. Assessment, implications for program decisions, and expanded technological supports are covered.

*Prerequisites: Credential or chair approval*

**SPED 508 Behavioral Interventions for Special Educators**

3 units

This course focuses on understanding, assessing, managing, teaching, and monitoring behavior for individuals with disabilities. Students review behavioral interventions that include management strategies, functional analysis, and individual behavior management plans. Advanced strategies and interventions for preventing, minimizing, and resolving behavior problems in the classroom as well as teaching acceptable behaviors are explored and analyzed.

*Prerequisites: Tier I or Preliminary Credential*

**SPED 509 Transitional Planning in Special Education**

3 units

This field-based seminar will prepare candidates to implement successful planning and implementation of transitional life experiences from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will emphasize the quality of life outcomes—home and school life, friendships and social networks, self-determination, choice, and family issues. Candidates will collaborate with families and personnel from other education and community agencies to plan for successful transitions of students.

*Prerequisites: Tier I or Preliminary Credential*
**SPED 510 Autism: Collaborative School Partnerships**

3 units

This course focuses on strategies for developing partnerships that benefit children with Autism Spectrum Disorders (ASD). Candidates have the opportunity to develop the knowledge and skills for planning and implementing collaborative school partnerships with teachers, families, paraprofessionals, related services personnel, and outside agencies for students with ASD. Topics such as case management policies and practices; data utilization; roles and responsibilities; and transition planning across the lifespan are discussed.

*Prerequisites: Credential or chair approval*

**SPED 511 Autism: Behavioral Support and Interventions**

3 units

The purpose of this course is to provide class participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support for students with Autism Spectrum Disorder (ASD). Emphasis will be placed on understanding the communicative function of challenging behaviors, the teaching of new skills that make the challenging behavior unnecessary for the learner, and the prevention of the reoccurrence of challenging behaviors.

*Prerequisites: Credential or chair approval*

**SPED 604/SPED 604W The Impact of Disabilities on Learning and Teaching**

3 units

Special educators understand the breadth and depth of each disability. They continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. This course guides the special educator in examining disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and futures-planning perspective. Teachers further their ability to advocate for individuals with disabilities and for the field of special education.

*Prerequisites: Credential or chair approval*

**SPED 605/SPED 605W Strategic Collaboration in Special Education**

3 units

This course focuses on teaming, partnerships, and collaboration practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

*Prerequisites: Credential or chair approval*
**SPED 606/SPED 606W Advanced Instructional Strategies in Special Education**

3 units

Providing accommodations and differentiating instruction are essential practices for special educators. This course focuses on advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas with special emphasis on progress monitoring. Teachers will examine content-area standards and curriculum, with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

*Prerequisites: Credential or chair approval*

**SPED 607/SPED 607W Literacy Interventions in Special Education**

3 units

Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities. Because literacy development is often impacted by learning and behavioral disabilities, the special educator must be well-versed in this area of learning and teaching. This course guides the special educator in identifying reading and writing disabilities and in collaborating with others to devise appropriate and effective interventions, including the use of assistive technologies. Monitoring progress and ongoing assessment of literacy skills, strategies, and dispositions are emphasized.

*Prerequisites: Credential or chair approval*

**SPED 608/SPED 608W Advanced Behavioral Interventions in Special Education**

3 units

Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. This course focuses on understanding, assessing, managing, teaching, and monitoring behavior. Students review classroom and school management strategies and explore in greater depth individual functional analysis and individual behavior management plans with the goal of transition planning.

*Prerequisite: Credential or chair approval*

**SPED 609/SPED 609W Functional and Transitional Planning in Special Education**

3 units

This field-based seminar will help prepare candidates to implement successful planning and implementation of transitional life experiences from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will emphasize the quality of life outcomes—home and school life, friendships and social networks, self-determination, choice and family issues. Candidates will collaborate with families and personnel from other education and community agencies to plan for successful transitions of students.

*Prerequisites: B.A. and Preliminary Credential*
Translation and Interpretation (T&I)

**T&I 100 Intermediate Spanish for Translation and Interpretation**
3 units

Fundamentals of Spanish grammar and composition especially structured for bilingual speakers of English and Spanish so they can develop and enhance their linguistic proficiency. The course will consider both the benefits of bilingualism and the need to control interference between languages in formal linguistic registers. Students will be exposed to many and varied readings in order to facilitate discussion and reflection about the multiple cultures of the Spanish-speaking world. Emphasis will be on reading, writing, and vocabulary-building skills.

*Prerequisite: T&I Spanish Test*

**T&I 101 Advanced Spanish for Translation and Interpretation**
3 units

This is a survey course aimed at students with insufficient previous exposure to academic Spanish. It is designed to give students an in-depth review of grammar and spelling, an intensive practice in reading and writing in Spanish, and a rich forum in which to discuss, appraise, and reflect upon cultural issues as they affect language use and identity. The primary learning outcome is that students demonstrate a sufficiently advanced level of linguistic proficiency to permit high-level comparative linguistic analysis, as required in T&I Certificate program courses.

*Prerequisites: T&I Spanish Test or T&I 100*

**T&I 103 Advanced English for Translation and Interpretation**
3 credits

This is a survey course aimed at students with insufficient previous exposure to academic English. It is designed to give students an in-depth review of grammar and spelling, an intensive practice in reading and writing in English, and a rich forum in which to discuss, appraise, and reflect upon cultural issues as they affect language use and identity. The primary learning outcome is that students demonstrate a sufficiently advanced level of linguistic proficiency to permit high-level comparative linguistic analysis, as required in T&I Certificate program courses.

*Prerequisite: T&I English Test*

**T&I 205 Syntax and Discourse Analysis I**
3 units

This course covers syntax, sentence structure, text organization, and their interrelationships with meaning and discourse within a critical hermeneutic perspective and discusses strategies for reading comprehension and writing composition. The course examines key aspects of the structural linguistics of Saussure, speech act theories of Austin and Searle, Jakobson’s communication model, and Ricoeur’s theories on discourse as they relate to translation and interpretation.

*Prerequisites: Passing score in T&I Spanish Test or demonstration of competency through coursework.*
T&I 305 Translation Theory & Technique I

3 units
This course covers introductory interpretive hermeneutic theory as a framework for doing work in text translation; uses discourse-based approaches for editing and comprehending source text; and discusses translation as a process of intermediation between explanation (text) and understanding (reading comprehension) in the intra-language phase and between understanding and explaining (rendering via writing) in the inter-language phase of translation.

Prerequisite: T&I 205

T&I 306 Interpretation Theory and Technique I

3 units
This course covers interpretive hermeneutic theory as it applies to the interpretation of speech and explores the use of discourse-based techniques that mediate between explanation (verbal) and understanding (listening-comprehension) in the source-language analysis phase and between understanding and oral rendering (speech-production) in the inter-language phase.

Prerequisite: T&I 305

T&I 314 Translation: Banking, Commerce, and Finance

3 units
This course develops skills in two-language translation of vocabulary used in banking, commerce, and finance. Emphasis is given to Spanish-to-English and English-to-Spanish with specialized terminology.

Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 315 Translation: Political, Government, and International Relations

3 units
This course studies textual materials used by international organizations and governmental agencies. Translation and interpretation exercises build bilingual terminology relating to political debates, conference meetings, memoranda, contract forms, minutes, press releases, and records.

Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 316 Spanish Medical Terminology: Anatomy and Physiology

3 units
This course covers Spanish medical terminology relating to the human body as structure and system. Students gain skills in translating and interpreting medical documents used in general medical practice, such as medical office correspondence, informational brochures, office and hospital intake questionnaires, and other documents. Translation and interpretation skills are reinforced through class activities.

Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator
**T&I 318 Spanish Medical Terminology: Diseases and Treatment**

3 units

This course covers Spanish medical terminology relating to general diseases, first aid in emergencies, and common injuries. Students also learn how to interpret laboratory tests, medical history questionnaires, medical disability reports, and other documents. Translation and interpretation skills are reinforced through class activities.

*Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**T&I 410 Computers and Technology in Translation**

3 units

This course is designed for pre-professional and professional translators who perceive technology as translation strategy. It examines current issues in computer technology and other high-tech resources to assist translators. The act of translation of technical texts and manuals is analyzed.

*Prerequisites: Computer skills, consent of instructor*

**T&I 413 Legal Translation**

3 units

This course emphasizes written translation of legal texts, sight translation exercises (English and Spanish), and analysis of legal translation samples for terminology acquisition. Strategies for adding to personal terminology banks are reviewed.

*Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**T&I 414 Legal Interpretation**

3 units

This course emphasizes legal terminology and interpretation skills used in law offices, court proceedings, and worker compensation and immigration hearings. Students will engage in intensive practice of consecutive and simultaneous interpretation.

*Prerequisites: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**University (UNI)**

**UNI 100 First-Year Seminar**

3 units

This course promotes student success by helping students develop the skills, behaviors, and attitudes conducive to the achievement of their educational, personal, and career goals. New students will engage intellectually, socially, emotionally, and physically in the college experience.

*Prerequisites: None*
Faculty and Staff

University Administrators
- President and Provost, Gladys N. Ato, Psy.D.
- Special Assistant to the President and Provost, Cynthia L. Markova, Ph.D.
- Director, Student Retention and Advising, Jennifer Samaniego,
- Interim Registrar, Carmela Balcazar
- Director, Financial Aid, Viviana Arreola

Full-Time Faculty

Ayala, Adriana (2001)
History and Ethnic Studies
B.A., University of California, Berkeley, History and Ethnic Studies
M.A., University of Texas, Austin, History
Ph.D., University of Texas, Austin, History

Cayabyab, Teresa (2009)
Teacher Education
B.A., San José State University, Sociology/Education, Teaching Credential
Ed.M., University of San Francisco, Organization and Leadership, Administrative Credential

Choflá, Shaun-Adrian (2008)
Child Development
B.A., Pacific Oaks College, Human Development
M.A., Pacific Oaks College, Human Development

Hess, Kathleen (2002)
Teacher Education
B.S., Eastern Michigan University, English/Education
M.A., University of Michigan, Reading/Psychology/Sociology
Ed.D., University of San Francisco, Organizational Leadership

Teacher Education
B.S., Elmira College, Math Education
M.S., Elmira College, General Education
Ph.D., State University of New York at Buffalo, Social Foundations of Education

Markova, Cynthia L. (2009)
Math and Science
B.S., Ohio Wesleyan University, Geoscience
M.S., University of Iowa, Geoscience
Ed.D., Walden University, Education
Contributing Faculty

**Ackerman, George (2013)**
Criminal Justice
B.A., Florida Atlantic University, Criminal Justice
M.S., Lynn University, Sports Administration
M.B.A., Nova Southeastern University, Business Administration
M.S., Nova Southeastern University, Criminal Justice and Psychology
J.D., Nova Southeastern University, Juris Doctorate
Ph.D., Capella University, Criminal Justice

**Adkins, Jason (2012)**
Art
B.A., Walla Walla University, Spanish
B.F.A., California State University, Chico, Painting
M.F.A., San José State University, Painting

**Alvarez, Rocio M. (2011)**
Philosophy
B.A., San José State University, Philosophy
M.A., San José State University, Philosophy

**Andrade, Claudia (2012)**
Anthropology
B.A., UC Santa Cruz, Anthropology
M.A., San Francisco State, Anthropology

**Barnes, Frank (2005)**
Art
B.A., San José State University, Art History
M.A., San José State University, Art History

**Banafa, Ahmed (2012)**
Computer Science
M.S., Lehigh University, Electrical Engineering

**Baron, Augustine (2012)**
Psychology
B.A., Loyola University, Psychology
M.A., University of Illinois, Clinical Psychology
Psy.D., University of Illinois, Clinical Psychology
Belleza, Maria Carmen (2013)
Math
B.Ed, University of the Philippines, Math Education
M.A., University of the Philippines, Mathematics
M.A., San Jose State University, Counseling

Beronilla, Manuel (2012)
Computer Science
B.S., MAPUA Institute of Technology, Electrical Engineering
M.A.T., University of Rizal Systems, Mathematics

Bihari, Amitabh (2001)
Computer Science
B.S., Government College of Engineering, Chemical Engineering
M.S., Western Michigan University, Computer Science

Borgen, Jason (2010)
Teacher Education
B.A., San José State University, Chemistry
M.A., San José State University, Education Administration and Supervision

Borrego, Jesus (2012)
Computer Science
B.S.E.E., Cal State Fullerton, Electrical Engineering
B.S., Cal State Dominguez Hills, Computer Science
M.S., Loyola Marymount, Computer Science
Ph.D., Walden University, Management/MIS

Bronson, Stella (2001)
Teacher Education
B.A., San José State University, Elementary Education
M.A., San José State University, Administration

Brittain, Carmina (2012)
M.A.Ed.
B.S., Arizona State University, Marketing /Economics
M.Ed., Arizona State University, Elementary Ed.
Ph.D., UC Davis, Education

Burkholder, Gary J, Ph.D. (2012)
Criminal Justice, Psychology
B.S.E., University of Washington, Nuclear Engineering
B.A., University of Rhode Island, Psychology
M.A., University of Rhode Island, Experimental Psychology
Ph.D., University of Rhode Island, Experimental Psychology

Castillo, Benjamin (2013)
Computer Science
B.A., University of California, Santa Cruz, Politics
M.S., National University, Software Engineering
Castro, Carmen M. (2013)
Business
B.S., Empire State College, Management and Economics
M.A., University of Sarasota Florida, International Business
Ph.D., University of Sarasota Florida, International Business and Economics

Castro, Roderick (2012)
M.A.Ed.
B.A., University of California, Berkeley, Political Science
Ed.M., University of California, Los Angeles, Educational Administration
Ed.D., University of California, Los Angeles, Educational Leadership

Chacon, Margarito (1998)
Mathematics
M.S., Stanford University, Electrical Engineering

Chan-Malik, Sylvia (2011)
General Education
B.A., University of California Berkeley, English and Ethnic Studies
M.F.A., Mills College, English, Creative Writing
Ph.D., University of California Berkeley, Ethnic Studies

Chaput, Steven L. (2012)
Computer Science
B.S.C., Elmhurst College, Computer Science
M.B.A., University of Dallas, Executive Management

Chavez, Janice A. (2012)
Teacher Education
B.A., University of New Mexico, Special Education
M.A., University of New Mexico, Education
Ph.D., University of New Mexico, Education

Chavez, Marcia (2012)
Child Development
B.A., San José State University, Social Science
M.A., Pacific Oaks College, Human Development

Chia, Moon (2006)
Child Development
M.A., University of Central Oklahoma, Early Childhood Education

Chin-Newman, Christina S. (2011)
General Studies
B.A., University of California at Berkeley, English and Molecular Cell Biology
Ed.M., Harvard University, Human Development and Psychology
Ph.D., University of California at Santa Cruz, Developmental Psychology
Clark, Allison C. (2012)  
Child Development  
B.A., California State University Fresno, Psychology  
M.S., California State University Fresno, Counseling-MFCC

Cline, Zulmara (2010)  
Child Development  
B.A., University of California Santa Barbara, Developmental Psychology  
M.A., University of California Santa Barbara, Education  
Ph.D., University of California Santa Barbara, Education

College II, Arthur T. (2011)  
Business  
A.A., Chaffey Community College, Business  
B.A., San Bernardino State University, Business  
M.B.A., San Bernardino State University, Accounting and Finance

Cortez-Parra, Christina (2003)  
Mexican-American Studies  
B.A., NHU, Liberal Studies  
M.A., San José State University, Mexican-American Studies

Das, Nibedita (2012)  
Computer Science  
B.S.C., Presidency College, University of Calcutta, Statistics  
Ph.D., Arizona State University, Computer Science and Engineering

English  
B.A., Cal-State University, Stanislaus, English and Spanish  
M.P.A., Cal-State University, Fullerton, Public Administration  
M.A., Notre Dame de Namur University, English

De La Calle Brusquetas, Francisca (2012)  
Spanish  
B.S., Universidad Politecnica de Madrid, Electrical Engineering  
M.A., San José State University, Spanish

De La Ronde, Chris (2012)  
English  
B.A., UC Santa Cruz, Psychology  
M.A., UC Santa Barbara, Social Psychology  
Ph.D., UT Austin, Social Psychology

Diaz, Adriana (2007)  
Speech  
B.A., San José State University, Radio, TV, and Film  
M.S., San José State University, Mass Communication
Espinosa, Mathew O. (2011)
Linguistics
B.S., Vanderbilt University, Elementary Education Spanish
M.A., University of Hawaii, Manoa, Second Language Studies

Flores, Gloria (2012)
Business
B.S., Park University, Management
M.B.A., Webster University, Management

Fonteno, Janice M. (2008)
Early Childhood Education
B.S., California State University East Bay, Human Development
M.S., California State University East Bay, Education

Ganeshalingam, Usha (2011)
Math and Science
B.S., San José State University, Applied and Computational Mathematics
M.S., San José State University, Mathematics

Garcia, Joanne (2007)
Child Development
B.A., California State, Hayward, Liberal Studies
M.A., Saint Mary’s College, Liberal Studies

Garcia, Julio (1997)
Computer Science
B.A., National University of Education, Technology
M.A., University of Northern Iowa, Technology
Ph.D., University of Northern Iowa, Industrial Technology

Gomez, John (2008)
Sociology
B.A., San José University, Social Science
M.A., San José University, Sociology

Gonzalez, Jose G. (2011)
Teacher Education
B.A., University of California, Davis, History
M.S., University of Michigan, Natural Resources

Gonzalez, Jose V. (2010)
Teacher Education
B.A., Santa Clara University, Psychology, Spanish Studies
M.A., San José State University, Spanish

Gonzalez, Rosa M. (2012)
Child Development
B.A., National University, Interdisciplinary Studies
M.A., University of Phoenix, Education
Green, R. Kay (2013)
Business Administration
B.A., Savannah State University, Marketing/Management
M.A., Walden University, Marketing/Management
Ph.D., Argosy University, Marketing and Leadership

Giero, Patricia (2013)
Psychology
B.A., University of Maryland, Psychology
M.S., Capella University, Educational Psychology
Ph.D., Walden University, Educational Psychology

Hacke, Wendy (2002)
Teacher Education & Child Development
A.A., San José State University, Social Science
M.S., National University, Teaching Special Education
Ed.D., University of San Francisco, Education

Hanley, David (2001)
Asian-American Studies and History
B.A., San José State University, History
M.A., San José State University, Asian History

Harris, Jacqueline J. (2011)
Teacher Education
B.A., UC Davis, Psychology

Hepner, Michael (2013)
Criminal Justice
B.A., Southern Illinois University, English
M.S., Indiana State University, Criminology
Ed.D., Lindenwood University, Higher Education Administration

Business Administration
B.S., Mapua Institute of Technology, Chemical Engineering
M.B.A., Golden Gate University, Operations Management

Houghton, Valerie (2013)
Biology
B.A., California State University of Northridge, Biology
M.S., California State University of Northridge, Biology
Ph.D., Capella University, Health Psychology

Howland, Mary R. (2012)
Teacher Education
B.A., UC Santa Cruz, Psychology
M.A., San José State University, Institutional Technology
M.A., San José State University, Elementary Education
Ph.D., University of San Francisco, Learning and Institutional
Huddleston, Judy (2012)
English
B.F.A., California Institute of the Arts, Visual Arts
M.F.A., Eastern Washington University, Creative Writing

Huie, Allison M. (2012)
Teacher Education
B.A., Texas A&M University, Philosophy
M.A., Texas A&M University, Education, Curriculum and Institution
Ph.D., Texas A&M University, Curriculum and Institution

Inciarte, Monique (2011)
Translation and Interpretation
B.A., University of California Berkeley, Comparative Literature
M.A., University of California Santa Cruz, Literature
Ph.D., University of California Berkeley, Comparative Literature

Kahill, Patrick (2012)
Education, Psychology
B.S., Misericordia University, Special Education
M.S., California Coast University, Psychology
M.S., National University, Special Education
M.A., Azusa Pacific University, Education: School Leadership
Psy.D., California Coast University, Psychology

Kates-March, Sarah (2001)
Speech and Communication Studies
B.A., Cal Poly, San Luis Obispo, Speech Communication
M.A., San José State University, Speech Communication

Keogh, Matthew (2013)
Business
B.A., University of Virginia, Chemistry
M.B.A., Webster University, Computer Reg. and Info Management
M.S., National University, Electronic Commerce
Ph.D., Capella University, Organization and Management

Kobylarz, Philip (2012)
English
B.A., Arizona State University, English
M.F.A., University of Iowa, Creative Writing

Kunakemakorn, Numsiri C. (2013)
English
B.A., University of California, Santa Barbara, English
M.A., University of San Francisco, International & Multicultural Education
M.A., Sonoma State University, English
Ph.D., Purdue University, Comparative Literature
Kuver, Aarti (2012)  
Biology  
B.S., San José State University, Molecular Biology  
Ph.D., State University of New York, Molecular Cell Biology  

Lamas, Oscar (2009)  
Teacher Education  
B.A., San José State University, Sociology/Criminology  
M.A., San José State University, Education/Counseling and Student Personnel  

Lan, Derek (2012)  
History  
B.A., University of Washington, History  
B.S., University of Washington, Economics  
M.A., Binghamton University, History  

Larwood, Lou Y. (2013)  
Teacher Education  
B.A., San Jose State University, Speech Pathology & Audiology  
M.A., San Jose State University, Speech Pathology & Audiology  
Ed.D., University of Southern California, Teacher ed.  

Lavelle, Michael G. (2013)  
Business Management  
B.S., North Dakota State University, Management  
M.S., University of Mary, Management  
Ph.D., Capella University, Organization and Management  

Leland, Dana N. (2013)  
Business Administration  
B.A., University of the Incarnate Word, Accounting  
M.B.A., University of Texas at San Antonio, Business Administration  
Ph.D., Northcentral University AZ, Finance  

Lenzmeier Jencks, Rachael A. (2013)  
Business  
B.A., University of North Dakota, Psychology and Sociology  
M.B.A., University of St. Thomas, Business Administration  

Lillies, Milena (2012)  
Biology  
B.S., Eastern Washington State, Biology  
M.S., San José State University, Biology  

Lim, Tina (2012)  
Communication  
B.A., California Polytechnic State University, Speech Communication  
M.A., San José State University, Communication Studies
Lopez, Gerardo (2007)
Child Development
B.A., San José State University, History
M.A., San José State University, Education/Administration and Supervision

Lopez, Miguel A. (2013)
Math
B.A., University of Buenos Aires Argentina, Mathematics
M.S., California State University East Bay

Lozada, Sally (2012)
Education
B.A., Ohio University, Athens, English and Secondary Education
M.A., Ohio University, Athens, Education
Ph.D., Capella University, Leadership in Education

Martinez, Ramon (2011)
Teacher Education
B.A., San José State University, Sociology/Spanish
M.A., San José State University, Mexican American Studies
Ph.D., University of Southern California, Education Leadership

May, Marisa R. (2013)
Mathematics
B.S., University of Mary, Mathematics
M.A., Sam Houston State University Huntsville, Mathematics

Mazzillo, Fernanda (2013)
Science
B.S., Universidade Santa Ursula, Biology
M.A.S., University of California San Diego, Marine Conservative
Ph.D., University of California San Diego, Ocean Sciences

McCoskey-Reisert, Debra S. (2013)
Business
B.S., Indiana Wesleyan University, Management
M.B.A., Myers University, Business Administration

Meem, Nashit (2009)
Biology
B.A., University of Rutgers New Jersey, Biomedical Engineering
M.S., New Jersey Institute of Technology, Biomedical Engineering

Mekuria, Maaza C. (2012)
Math and Science
Ph.D., Northeastern, Civil Engineering
Child Development
B.A., Federal University of Ceara (Brazil), Psychology
M.A., Federal University of Pernambuco (Brazil), Educational and Developmental Psychology
Ph.D., Clark University, Child Development

Miranda, Francisca (2011)
M.A. ED.
B.A., University of Washington, Education
M.A., San José State University, Pupil Personnel Guidance Counseling
M.A., USF, Educational Leadership
Ed.D., University of LaVerne, Educational Leadership and Organizational Management

Moretti, Nancy (2012)
Child Development
A.A., Community College of Rhode Island, Special Education/Early Childhood Development
B.A., Concordia University, Child Development
M.S., Nova Southeastern University, Early Childhood Education Administration

Morgan, Anthony (2012)
Child Development
B.S., University of South Carolina, Hotel, Restaurant, and Tourism Administration
M.A.T., University of South Carolina, Early Childhood Education
Ed.D., Fielding Graduate University, Educational Leadership and Change

Nadkarni, Hema S. (2012)
Math and Science
B.S., University of Poona, Mathematics
M.S., University of California, Irvine, Mathematics
M.S., Northeastern Illinois University, Computer Science

Navarro, Charles (1999)
Political Science
B.A., California State University, Los Angeles, Government
M.A., University of California, Los Angeles, Political Science
Ph.D., Claremont Graduate School, Government

Necochea, Juan (2008)
Education
B.A., UC Santa Barbara, General Psychology and Spanish
M.A., UC Santa Barbara, Bilingual Education, Education, Policy, Organization and Leadership
Ph.D., UC Santa Barbara, Education, Policy, Organization, and Leadership

Negrete, Frank S. (2011)
Teacher Education
B.A., San José State University, Education
M.A., University of San Francisco, Administration
Nezamzadeh, Marzieh (2011)
Math and Science
B.S.C., Shahid Beheshti University, Applied Physics
M.S.C., Carleton University, Applied Physics
Ph.D., Carleton University, Applied Physics

Nguyen, Ninh D. (2001)
Economics
B.A., San José State University, Economics
M.A., San José State University, Applied Economics
Ph.D., Capella University, Business

Oliverez, Juan (2007)
Sociology
B.A., San José State University, Social Science
M.A., University of California Berkeley, Sociology
Ph.D., University of California Berkeley, Sociology

Padilla, Mark A. (2012)
Math and Science
B.S., University of California Riverside, Physics
M.S., University of California Riverside, High-Energy Particle Physics
Ph.D., University of California Riverside, High-Energy Particle Physics

Translation and Interpretation
B.A., Universidad de Las Palmas de Gran Canaria, Early Childhood Education
M.A., Monterey Institute of International Studies, Translation and Interpretation

Pereira, Lisa (2010)
Teacher Education
B.A., San Francisco State University, Liberal Studies
M.A., San Francisco State University, Humanities

Peterson, Tarik (1990)
Chemistry
B.S., Antioch College, Chemistry
Ph.D., University of California Berkeley, Biochemistry

Picou-Broadnax, Amber (2011)
Teacher Education
B.A., San José State University, Social Science
M.A., University of San Diego, Leadership Studies
Ed.D., University of San Francisco, Organization Development and Leadership

Pulido, James M. (2012)
M.A.Ed.
B.A., San Diego State University, Spanish
M.A., National University, Curriculum and Instruction
Ph.D., San Diego State University, Special Education
Quinn, Vanessa S. (2013)
Biology
B.S., University of Wisconsin, Zoology
M.S., Northern Michigan University, Biology
Ph.D., Indiana State University, Biology/Life Science

Early University Program
B.S., University of California at Santa Barbara, Engineering
M.S., National University, Education

Rashel, Ossie F. (2012)
Computer Science
B.S., San José State University, Engineering
M.S.E., San José State University, Engineering

Regua, Nannette (2005)
Ethnic Studies
A.A., San Jose City College, General Education
B.A., San José State University, English
M.A., Sarah Lawrence College, Women’s History

Reynoso, Luis (2012)
Business
B.S., Cal State East Bay, Computer Science
M.S., Cal State East Bay, Education Leader
Ed.D., University of San Francisco, Organization Leader

Rizzo, Jesse (2002)
Teacher Education
B.A., San José State University, Liberal Studies
M.A., San José State University, Elementary Administration and Supervision

Rodgers, Christopher (2012)
Business
B.S., San José State University, Business/Finance
M.B.A., University of Phoenix, Leadership
D.B.A., Golden Gate University, Finance

Rodriguez Pinzon, Monica A. (2012)
Math and Science
B.S., Pontificia Universidad Javeriana, Microbiology
M.P.H., Western Kentucky University, Public Health
Ph.D., Purdue University, Mechanical Engineering

Rosenberg, Roger E. (1999)
Teacher Education and History
B.A., UC Berkeley, History
M.A., San José State University, U.S. History
Ph.D., UC Santa Barbara, U.S. History
Rossi, Freda (2011)
Teacher Education
M.A., California State University Long Beach, Educational Administration
Ed.D., University of California Irvine, Educational Administration

Ryan-Thaanum, Katherine (2010)
Translation and Interpretation
B.A., University of the Pacific, Spanish and Mathematics
M.A., University of the Pacific, Education
Certificate, National Hispanic University, Translation and Interpretation

Sanchez, Armando (2010)
Social Sciences
M.S.W., California State University Fresno, Social Work
Ph.D., University of California Berkeley, Social Work

Sanchez, Carlos (2012)
Philosophy
B.S., San José State University, Journalism and Mass Communication
Ph.D., University of New Mexico, Philosophy

Business
M.A., Sullivan University Lexington, Business Administration
M.S., Sullivan University Lexington, Managing Information
Ph.D., Sullivan University Lexington, Business Administration

Schwab, Andrew (2012)
Teacher Education
B.S., Humboldt State University, Computer Information Systems
M.A., American Intercontinental University, Information Technology

Shabaniani, Barbara A. (2012)
Teacher Education
B.A., California State Hayward, Psychology
M.A., Argosy University, Instructional Leadership Education

Simmonds, Barbara (2012)
Art
B.A., Tyler School of Art, Art History
M.A., Ohio State University, Art History

Simpson, SheriAnn (2012)
M.A.Ed.
B.A., Saint Mary’s College, Spanish
M.A., Northwestern, Spanish
Ph.D., Tecnológico de Monterrey, Education
Smith, Timothy G. (2013)  
Public Administration  
B.A., University of Alabama at Birmingham, Political Science  
M.P.A., University of Alabama at Birmingham, Public Administration  
Ph.D., Auburn University, Public Administration

Solano, Patricia (2001)  
Mathematics  
B.A., Fresno State University, Math

Stewart, Denise (2009)  
Teacher Education  
M.A., New York University New York, Teachers of English to Speakers of Other Languages in Secondary Schools

Sudarsana, Madhavi (2013)  
Child Development  
B.A., Bombay University, Psychology  
M.A., Bombay University, Psychology  
Certified Trainer; PITC

Tafolla, Tom (2010)  
Business Administration  
B.A., Santa Clara University, Biological Science Psychology  
J.D., University of San Francisco, Law, Business Management, Political Science

Tolf, Mark A. (2013)  
Philosophy  
B.A., Indiana Wesleyan University, Philosophy  
M.A., DePaul University, Philosophy

Totter, Joseph  
Teacher Education and Child Development  
B.A., State University College at Geneseo, Special Education  
M.A., State University College at Buffalo, Special Education  
Ph.D., State University of New York at Buffalo, Special Education

M.A.Ed.  
B.A., University California Santa Cruz, Biology  
M.A., University California Los Angeles, Biology  
Ph.D., University California Santa Barbara, Educational Psychology

Vargas, Adrian (2007)  
Arts  
B.A., San José State University, Theatre  
M.F.A., University of California Davis, Dramatic Art and Related Arts
Vasudevamurthy, Jagadeesh (2012)
Computer Science
B.E., University of Mysore, Electronics and Communications
M.A., Indian Institute of Technology Kharagpur, Technology
Ph.D., McGill University, Electrical Engineering

Venegas, Yolanda (2012)
General Studies
B.A., University California, Berkeley, Third World Studies
M.A., San Francisco State University, English Composition
Ph.D., University of California Berkeley, Ethnic Studies

Vogel, Marilyn (2012)
General Studies
B.S., M.I.T., Economics, Minor Earth Science
Ph.D., Stanford University, School of Earth Sciences

Vu, Amy E. (2012)
Math and Science
B.A., San José State University, Mathematics
M.S., San José State University, Mathematics
B.A., San José State University, Psychology

Weems, Denise (2012)
Child Development
B.A., Purdue University, Elementary Education
M.S., Purdue University, Curriculum and Instruction
Ph.D., Capella University, Teaching and Learning Psychology

Westfall, Sarah A. (2012)
Kinesiology
B.S., California State University Chico, Kinesiology/Human Nutrition
M.A., California State University Fresno, Physical Education
Ph.D., Virginia Tech, Curriculum/Instruction

White, Janet (2002)
Teacher Education
A.A.S., Sinclair Community College, Child Development
B.S.Ed., Wright State University, Elementary Education
M.S.Ed., Wright State University, Mental Health

Whittum, David (2012)
Math and Science
A.B., Harvard University, Physics
Ph.D., UC Berkeley, Physics
Williams, Lena (2012)
M.A.Ed.
B.S., Lamar University, Education, Mathematics, Physics
M.A., University of San Francisco, Educational Administration
Ed.D., University of San Francisco, Organization and Leadership, Curriculum and Instruction

Wong, Maribelle D. (2012)
Child Development
A.B., University of Santo Tomas, Economics
M.A., University of Santo Tomas, Business Administration
M.A., University of the Philippines, Education
Ph.D., University of the Philippines, Education

Young, Gabriel (2011)
General Studies
B.A., University of California, Legal Studies
M.A., John F. Kennedy University, Counseling Psychology
M.A., Fielding Graduate University, Human Development

Zampino, Sandra J. (2011)
M.A.Ed.
B.A., Oral Roberts University, Social Work
M.S., Nova Southeastern University, Educational Leadership
Ed.D., Nova Southeastern University, Educational Leadership Curriculum

Zeccardi, Joseph (2011)
General Education
B.A., Kings College, English and Philosophy
Ph.D., State University New York at Buffalo, Philosophy

Zendedel Haghighi, Ali (2011)
Math and Science
B.A., Kent State University, Chemistry
M.S., Kent State University, Biochemistry
Ph.D., Cleveland State University, Biochemistry

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Appendix A: Student Code of Conduct

Each student is responsible for becoming familiar with the Code of Conduct, as published in this National Hispanic University Student Handbook and any subsequent updates. If a student is unsure about the application or interpretation of the Code of Conduct, it is her or his responsibility to seek clarification from university administrators.

The Code of Conduct addresses the university’s expectations of students in four areas: nondiscrimination, nonharassment, professional conduct, and academic integrity.

- **Nondiscrimination:** NHU does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

- **Nonharassment:** NHU is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which university members feel safe and comfortable. As such, it is a violation of this policy for any NHU employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the university. Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact; inappropriate e-mails; obscene or harassing phone calls or jokes; suggestive gestures, sounds, or stares; and other verbal or physical conduct of a sexual nature when:
  - Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student’s academic progress.
  - Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress.
  - Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

Unwelcome conduct of this nature, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university’s nondiscrimination policy, violates both the nonharassment policy and the nondiscrimination policy.

- **Professional Conduct:** As part of its commitment to integrity and respect in the community in which it operates, NHU expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the university community and when representing the university at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the university community, including fellow students, instructors, and staff.

- **Academic Integrity:** NHU considers academic integrity to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, NHU students and instructors recognize the necessity and accept the responsibility for academic integrity. A student who enrolls at the university thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by...
those regulations governing work stipulated by the academic unit or academic program, and, in turn, the instructor. Student submissions will be routinely searched for offending material by an online originality check program.

The university also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the university, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The university encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their faculty mentor, course instructor, or academic advisor. A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Student work is monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of NHU’s choosing. Students may be required to submit their work to such a service in advance of course assignment deadlines. Students grant to NHU, its faculty members, and its faculty assistants a limited license to review work submitted for the purpose of comment, criticism, and grading of the work; to distribute the work to other NHU students for educational purposes; to submit the work to the anti-plagiarism application, database, or service of the university’s choosing; to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection.

**Violations of Academic Integrity**

- **Plagiarism.** Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
  - Wholesale copying of passages from works of others into an assignment, paper, or discussion board posting, or thesis or dissertation without acknowledgment.
  - Using the views, opinions, or insights of another without acknowledgment.
  - Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
  - Acknowledging the source of the material with a citation but failure to adequately paraphrase the original idea or to use quotation marks to show wording was copied.

- **Students’ Misuse of Their Own Scholarly Work.** During their studies at NHU, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.

- **Cheating.** Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. For example:
  - Copying or attempting to copy from others during an exam or on an assignment.
  - Communicating answers with another person during an exam.
  - Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service.
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the course instructor.
- Taking an exam for another person or having someone take an exam for you.

- Providing False Information. Examples include:
  - Furnishing false information in the context of an academic assignment.
  - Fabricating or altering information or data and presenting it as legitimate.
  - Providing false or misleading information to an instructor or any other university staff member.

- Copyright Violation. NHU recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the university requires its employees, instructors, students, and other university community members to use copyrighted materials in a lawful manner. No employee, instructor, student, nor other university community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to avoid violating the law is by receiving the express written permission of the copyright holder. Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol. Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media.

- Misrepresentation of Credentials. Statements made and documents supplied by NHU applicants and students must be complete and accurate. The university will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to NHU and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

- Theft or Damage of Intellectual Property. Examples include:
  - Sabotaging or stealing another person’s assignment, paper, project, electronic hardware, or software.
- Obtaining improper access to, or electronically interfering with, the property of another person or the university via computer or other means.
- Obtaining a copy of an assignment or exam prior to its approved release by the instructor.

- **Alteration of University Documents.** Examples include:
  - Forging an instructor’s or university official’s signature on any document.
  - Submitting an altered transcript of grades to or from another institution or employer.
  - Putting your name on, or copying, another person’s paper or assignment.
  - Altering a previously graded exam or assignment for purposes of a grade appeal or for gaining points in a regarding process.

**Enforcement of the Code of Conduct**

The spirit and intent of the Code of Conduct is to encourage students, and others, to live honestly and ethically according to our shared values. However, violations of the Code of Conduct may result in disciplinary action. In addition to instructor-imposed sanctions, the university can impose additional sanctions upon a student whose violation of the Code of Conduct is severe or follows a prior history. These sanctions include award of a failing course grade, including retroactive application of failing grades to past courses; placement on a status of academic warning; academic suspension; and permanent dismissal from the university.

All disciplinary actions are recorded in the student’s file, which remains permanently on record. The existence of a prior violation in a student’s file will lead to stronger sanctions for subsequent acts. Students who have been dismissed from the university for violation of the Code of Conduct are not eligible for readmission.

Refer to the “Complaints and Grievance Procedures” and “Disciplinary Procedures and Due Process” sections of this *NHU Catalog and Student Handbook* for the process in which the university will adjudicate violations and suspected violations of the Code of Conduct.
Appendix B: “Students’ Right To Know” Law

Federal legislation requires universities to inform students of any criminal acts of violence which have occurred on campus during a three- to five-year period.

Crime Reports

NHU has a sound security system from 8:00 a.m. through 11:00 p.m. when the campus is locked up. NHU Security is headed by the Director of Human Resources and staffed by two security officers.

NHU is fortunate in that no serious crime or violence has occurred on its premises. The most serious crime has been the theft of computer equipment from the campus. Other crimes such as auto vandalism and graffiti on campus walls have occurred, and measures have been taken to prevent recurrence (24-hour alarm system, security officer patrolling the premises). NHU has made every effort to ensure that students, staff, and faculty are in a safe environment.

If you have any questions or concerns, please contact the Director of Human Resources.
Appendix C: Family Educational Rights and Privacy Act of 1974 (FERPA)

Notification of FERPA Rights

The National Hispanic University retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include the following:

- The right to **inspect and review** their education records within 45 calendar days of when the university receives a request for access. Students should submit to the registrar a written request identifying the records they want to inspect. The registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The university may charge a fee for copies of records.

- The right to **request the amendment** of their education records that students believe are inaccurate, misleading, or otherwise in violation of student privacy rights under FERPA. Students should write to the registrar, clearly identify the part of their records they want changed, and specify why that change should be made. If the university decides not to amend a record as requested, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide **written consent before the university discloses personally identifiable information** contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A **school official** is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a **legitimate educational interest** if the official needs to review an education record to fulfill his or her professional responsibilities for the university. Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- 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 office that administers FERPA is:

- Family Policy Compliance Office
- U.S. Department of Education
- 400 Maryland Avenue, SW
- Washington, DC 20202-5901

Disclosure of Student and Alumni Information

The university may disclose public, or directory, information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request suppression of designated directory information. To request suppression of directory information, students and alumni can submit a written request to the Office of the Registrar at any time.
Public (Directory) Information

- Name, address, and telephone number
- Email address
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended

Non-Public (Private) Information

Information other than directory information is not public and may not be released except under certain prescribed conditions. Non-releasable information includes the following:

- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social Security number

Changes to Personal Information

The Office of the Registrar is responsible for ensuring the accuracy of student academic records. Students should keep their contact information up to date by changing it on their myNHU university portal or by emailing any changes to the Office of the Registrar.

For name changes or corrections to names or Social Security numbers, students must provide a signed written request by mail or by fax to 1-408-254-1369.

These requests must include an NHU ID number or Social Security number and a copy of legal documentation of the requested change or correction. Legal documentation can be a copy of a driver’s license, Social Security card, marriage certificate, or court order, such as a divorce decree.

Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names.

For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.
Appendix D: Student Demonstration Policy

The university has as one of its distinguishing characteristics an atmosphere conductive to genuine understanding and mutual respect among all members of the local community, students, faculty, staff, and administration. Open and honest communication is an essential contributing factor if such an atmosphere is to remain a reality. After all other means of communication have been tried and found wanting, demonstrations will be permitted so long as they are orderly and the rights of others are respected. However, NHU does believe that other means of expression or communication than demonstrations are more meaningful, and, therefore, more productive in the solution of common problems. In the last analysis, any problem in the NHU community is a common problem and should be approached in a way agreeable to all sectors of the community, insofar as possible.

Demonstrations or protests which in any way infringe the rights of others or disrupt the normal educational process will not be tolerated. If NHU administration determines that a demonstration or protest is disruptive and/or is in violation of the rights of others, the following steps will be taken:

- The demonstrators will be verbally warned of their violation of regulations and told that they must cease their activity or be subject to disciplinary action.
- If the group must be warned a second time, it shall be understood that all members of the group shall be subject to disciplinary action and that the student leaders who encourage the continuance of the demonstration shall be subject to suspension from NHU.
- If the disturbance continues, the municipal authorities will be notified, and NHU will, in addition to the above, sign disturbance complaints against each member of the group.

It shall also be understood that the demonstrators will be financially responsible for any personal injury or destruction of property which may occur during the disturbance.
Appendix E: Sales to and Solicitation of Persons on Campus and the Distribution of Literature Policies

The following are the NHU policies regarding the solicitation of students and distribution of materials. The director of human resources is responsible for implementing these policies.

- Solicitation on the campus by non-university personnel and by individual students not representing NHU-affiliated or sponsored groups:
  - Solicitors, sales persons, peddlers, and canvassers seeking student contact are not to operate on campus or in any of its building or facilities (except as outlined below), without the personal and specific invitation of an individual student for a private conference.
  - Student may not arrange sales conferences for other students.
  - Free samples of products may be distributed in designated areas by sales personnel only upon the written approval of the Director of Human Resources.
  - Request for on-campus solicitations or sales of newspapers, magazines, or periodicals published off-campus will be considered by the Director of Human Resources.

- Solicitations on campus by NHU-affiliated or sponsored groups:
  - NHU-affiliated or sponsored groups may be authorized to conduct sales on campus in areas designated by the Director of Human Resources or his/her designated representatives.

- Advertising and Publicity:
  - NHU facilities and property may not be used for commercial advertising by non-university groups or individual students.
  - All posters and banners to be displayed on the campus, on other than academic departmental bulletin boards, must be approved by the Director of Human Resources or his/her designated representatives and are subject to the stipulations established by that office.

- Mailing lists owned by NHU shall not be used for any purpose other than the purposes for which they were established, unless approval has been given in advance by the Director of Human Resources.

- NHU will not provide lists of names and addresses of students for business purposes.
Appendix F: NHU Alcohol and Drug Abuse Prevention Program

Introduction

The Drug-Free Schools and Communities Act Amendments of 1989, as articulated in the Education Department General Regulations (EDGAR) Part 86, the “Drug-Free Schools and Campuses Regulations,” require institutions of higher education (IHEs) to develop and implement programs to prevent the abuse of alcohol and the use of illicit drugs by students, faculty and staff. In addition, IHEs are required to provide annual notification of the provisions of their alcohol and drug abuse prevention programs to students, faculty and staff and to conduct biennial reviews of the programs and their effectiveness.

NHU has developed this Alcohol and Drug Abuse Prevention Program (the “NHU ADAP Program”) to meet the requirements of the Drug-Free Schools and Communities Act Amendments of 1989, as articulated in the Education Department General Regulations (EDGAR) Part 86, the “Drug-Free Schools and Campuses Regulations.”

NHU’s Alcohol and Drug Policies

Drug and Alcohol Free Campus

NHU maintains a drug and alcohol free campus environment. Students, faculty and staff are strictly prohibited from the unlawful possession, use, or distribution of illegal drugs and/or alcohol on NHU property or as part of NHU activities. NHU will sanction students, faculty and staff according to local, state and federal laws.

Narcotics and Other Controlled Substances Policy

California State law prohibits a number of controlled substances. This list is too long to include herein. Among the substances are cocaine, heroin, hashish, and drugs obtained through forgoing or altering prescriptions for such drugs as Quaalude, Valium, etc. The prohibition also includes the possession, use, manufacture and selling of such substances. It is further unlawful to possess an opium pipe or any device used for injecting or smoking controlled substances. Each NHU student is individually and personally expected to know and comply with the California State Law.

To provide an environment consistent with these laws and compatible with an academic community, NHU has established rules prohibiting possession or use of any of these illegal substances on the campus. It is further against policy to have these drugs at any off-campus NHU-sponsored event.

Policy on Marijuana

California State Law prohibits any person from possession of marijuana. (Possession of less than an ounce is a misdemeanor and over an ounce is a felony.) Each NHU student is individually and personally expected to know and comply with the California State law.

In implementing its policies, NHU is not taking a stand on the relevant effects of marijuana. However, heavy use of this drug can prevent individuals from performing at their highest academic potential; and a person who becomes aware of such a pattern of heavy use should encourage the individual to seek counseling or advise some appropriate person (e.g., friend, advisor, or Provost) of the student’s need for counseling.

These policies will be enforced through the normal NHU disciplinary channels. Students, faculty and staff who violate any of these policies will be subject to disciplinary action up to and including expulsion from school, termination from employment, and/or referral for prosecution. Sanctions can be imposed on enrolled students and students between academic terms. Disciplinary sanctions may be administered individually or in combination, at the discretion of NHU, based on the level of the offense. Sanctions may consist of the following: written warning; restitution; service to the university, community service,
participation in a drug/alcohol education and/or rehabilitation program; disciplinary probation; suspension; termination; and/or expulsion. A single violation of these policies may result in immediate dismissal from NHU. A second violation will result in dismissal.

Standards of Conduct

Alcoholic Beverages

- No person may use, possess or be in the presence of alcohol in classrooms, offices, cafeterias, or any other campus-related space.
- Consumption of alcohol and the results of such consumption (such as disruptive or destructive behavior, vomiting or urinating on floors and hallways, incidents or conditions necessitating extra care by staff and other such acts) are prohibited on campus and/or during NHU sponsored activities whether on or off campus.
- The possession on campus of empty alcohol containers, including shot glasses, may be considered evidence of consumption of alcohol previously contained therein.

Illegal Drugs

- No drugs, narcotics, controlled substances or drug paraphernalia, including bongs, bowls, pipes, hookahs, water pipes, syringes, or any other drug consuming device, may be possessed, used, sold nor distributed on campus.
- No person may be in the presence of drugs, narcotics, controlled substances or drug paraphernalia, including bongs, bowls, pipes, hookahs, water pipes, syringes, or any other drug consuming device on campus.

Smoking

- Smoking of every type is prohibited in all campus buildings, lounges, recreation rooms, public areas, hallways, stairwells, balconies, and walkways.
- State law prohibits smoking tobacco within 20 feet of entranceways, windows and ground level air intake structures.
- Students, faculty and staff accept responsibility for informing visitors or guests of the no-smoking policy.

Student Responsibilities

- Know the policy. Understand that students who violate this policy are subject to corrective action, up to and including immediate expulsion from NHU.
- Contact their advisor or a University faculty or staff member if they are aware of illegal activity on NHU property.
- Cooperate fully with the University if they are involved in substance abuse investigations. (Refusal to cooperate in an investigation may result in corrective action, up to and including expulsion.)

Faculty and Staff Responsibilities

- Sign the Acknowledgement of a Drug Free Workplace during the on-boarding process.
- Know the policy. Understand that faculty or staff members who violate this policy are subject to corrective action, up to and including immediate termination.
- Contact their manager if they are aware of illegal activity on NHU property.
Cooperate fully with Human Resources if they are involved in substance abuse investigations. (Refusal to cooperate in an investigation may result in corrective action, up to and including termination.)

If faculty or staff member voluntarily admits substance abuse prior to disciplinary action, the company may require the individual to seek counseling through the Employee Assistance Program.

Remain drug/alcohol free and cooperate in periodic substance abuse testing if they are undergoing treatment. (Faculty or staff who are referred for treatment and don’t remain drug/alcohol free and/or perform unsatisfactorily on the job may be subject to termination).

**Institutional Responsibilities**

- The University shall provide annual notification to all students, faculty and staff.
- Develop activities that support a drug and alcohol free environment.
- Review the Drug & Alcohol Prevention Program on a biennial basis to ensure:
  - The effectiveness of the program and to modify where necessary.
  - That sanctions are consistently enforced.
- Maintain a record of reviews. These reviews will be maintained and available to appropriate agencies as required.

**Information Relating to the Legal Sanctions for Unlawful Possession of Alcohol and Drugs**

**Alcohol Law Penalties**

The legal drinking age in all 50 states of the United States and the District of Columbia is 21 years of age. The legal drinking age in the U.S. Virgin Islands, Puerto Rico and Guam is 18 years of age. Persons under the legal drinking age who purchase, possess, or consume alcoholic beverages may be subject to fines or imprisonment depending on state law. Persons who knowingly furnish alcohol to minors are also subject to fines or imprisonment.

Under Title 15, Chapter 2, Section 647 of the California Penal Code, a person will be guilty of disorderly conduct, a misdemeanor, if found in any public place under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, controlled substance, or toluene, in a condition whereby he or she is unable to exercise care for his or her own safety or the safety of others, or by reason of his or her being under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, or toluene, interferes with or obstructs or prevents the free use of any street, sidewalk, or other public way.

**Drug Law Penalties**

Under federal law, a conviction for possession of illicit drugs carries a prison sentence of up to three (3) years and a fine up to $250,000. Special federal sentencing provisions for possession of crack cocaine require a mandatory prison sentence of five (5) to twenty (20) years. The range of penalties for conviction of unlawful distribution of illicit drugs under federal law is summarized in the schedules of federal drug trafficking penalties that can be found online at: [http://www.justice.gov/dea/druginfo/ftp3.shtml](http://www.justice.gov/dea/druginfo/ftp3.shtml).

The severity of the sanctions imposed for both possession and distribution offenses depend on the quantity of drugs, prior convictions, and whether death or serious injury resulted. Sanctions may be increased for offenses which involve distribution to minors or occur on or near a school or campus.

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addition, other federal laws require or permit forfeiture of personal or real property used to illegally possess, facilitate possession, transport, or for concealment of a controlled substance. As a result of a drug conviction, a person’s right to purchase or receive a firearm or other federal benefits, such as student loans, grants, contracts, or professional or commercial licenses, may also be revoked or denied.

Under the California Health & Safety and Penal Codes a person is guilty of a felony and subject to imprisonment for:

- Up to one (1) year for unauthorized possession of any controlled substance or any controlled substance classified in Schedule III, IV, or V as a narcotic drug. CA HSC, Ch. 6, Art. 1, S. 11350(a).
- Two (2), three (3) or four (4) years for possession for sale or purchases for purposes of sale any controlled substance or any controlled substance classified in Schedule III, IV, or V which is a narcotic drug. CA HSC, Ch. 6, Art. 1, S. 11351.
- Three (3), four (4) or five (5) years for possession for sale or purchases for purposes of sale cocaine base. CA HSC, Ch. 6, Art. 1, S. 11351.5.
- Three (3), four (4) or five (5) years for transportation, imports into this state, sells, furnishes, administers, or gives away or offers to transport, import into this state, sell, furnish, administer or give away, or attempts to import into this state or transport any controlled substance or any controlled substance classified as a Schedule III, IV, or V narcotic drug. CA HSC, Ch. 6, Art. 1, S. 11352.

*All prison terms referenced above assume a first-time offender status.

Information Relating to Health Risks from Drugs and Alcohol

- Students, faculty and staff of The National Hispanic University should be aware and informed that health risks associated with the use of illicit drugs and the abuse of alcohol can result in, but are not limited to, a lowered immune system, damage to critical nerve cells, physical dependency, lung damage, heart problems, liver disease, physical and mental depression, increased infection, irreversible memory loss, personality changes, and thought disorders.
- Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse.
- Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death.
- Mothers who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.
- Marijuana contains THC (Delta-9-tetrahydrocannabinol), which accounts for most of its psychoactive or mind altering effects. The short-term effects of using marijuana include sleepiness, memory and concentration problems, impaired motor coordination, increased heart rate, dry mouth and throat, and decreased social inhibitions. The long term effects of using marijuana include impaired lung functioning, sexual problems, breast tissue development in men, and possible immune system damage.
- Stimulants increase the activity of the central nervous system. Examples include amphetamines, methamphetamines, cocaine, and crack which cause short term elevations in mood, self-
confidence, energy, heart rate and blood pressure. Potential difficulties associated with the
more powerful stimulants such as these include possible physical addiction, psychoses, severe
depressions, and anxiety syndromes such as panic attacks and obsessions. Additional health
risks include seizures and cardiac arrest.

- **Hallucinogens** are substances that distort perception of reality. The most well known
  hallucinogens include: phencyclidine (PCP), lysergic acid diethylamide (LSD), mescaline, and
  psilocybin. Under the influence of these drugs, the senses of direction, distance, and time
  become disoriented. They can produce unpredictable, erratic, and violent behavior in users that
  sometimes leads to serious injury and death. At high doses, LSD can cause convulsions, coma,
  heart and lung failure, and even death.

- **Sedatives/Tranquilizers** are drugs used to reduce anxiety and tension. In some cases, they are
  used as sleep aids as well. Like alcohol, these drugs are central nervous system depressants.
  Examples include barbiturates such as Amytal, Nembutal, and Seconal, as well as
  benzodiazepines such as Activan, Halcion, Librium, and Xanax. Rohypnol, a date rape drug, also
  falls into this category. Although specific effects may vary according to the particular drug, these
  drugs typically induce a state of relaxation and drowsiness. At high doses, dizziness, slurred
  speech, impaired coordination, and amnesia may occur. Health hazards include risk for addiction
  and coma and/or death from overdose.

- **Narcotics** are painkillers or analgesics. These drugs include morphine, heroin, codeine, and
  Dilaudid, all of which are derived from opium. Synthetic narcotics include drugs such as
  Demerol, Percodan, and Darvon. These drugs tend to reduce sensory feeling and sensitivity of all
  kinds, to pleasure as well as pain. In large doses, they induce drowsiness, mental clouding,
  lethargy, and even sleep. They are highly addictive. Overdose risks include convulsions, coma,
  and death.

- **Anabolic steroids** are synthetic derivatives of the male hormone testosterone. These derivatives
  of testosterone promote the growth of skeletal muscle and increase lean body mass. The long-
  term, high dose effects of steroid use are largely unknown. Major side effects of anabolic steroid
  use include liver tumors, jaundice, fluid retention, high blood pressure, acne, and trembling.
  Aggression and mood swings as well as other psychiatric side effects may result from their
  abuse.

> *Students, faculty, and staff should note that the above listing is not intended as all-inclusive.
  Further information may be gathered from a physician.*
Counseling, Treatment, and Support Group Resources for Alcohol and Drug Abuse and Addiction

In certain cases, students, faculty, or staff may be referred to counseling sources and/or substance abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment programs. Students, faculty or staff members who believe that they have a substance abuse problem and wish to seek treatment may contact the NHU Student Assistance Program (for students) or the Employee Assistance Program (for faculty and staff) for referral assistance. All such matters will be handled confidentially.

Students may contact:

NHU Student Assistance Program
Phone: 1-888-355-8553 TDD 1-800-697-0353
Online: www.guidanceresources.com enter ID HISPANICU

Employee Assistance Program, Business Health Services (BHS)
Phone: 1-800-765-3277
Online: www.bhsonline.com User name: Laureate

Other resources for counseling, treatment and/or support include:

- The National Council on Alcoholism  800-622-2255 online: www.ncadd.org
- The Alcoholism and Drug Abuse Hotline is open 24 hours, 1-800-784-6776.
- U.S. Department of Health and Human Services Substance Abuse Treatment Locator
  800-662-4357 online http://findtreatment.samhsa.gov
- Alcoholics Anonymous Phone: (844) 334-1888 Online: www.aa.org
- Marijuana Anonymous 800-766-6779 online www.marijuana-anonymous.org
- Cocaine Anonymous 800-347-8998  online www.ca.org
- Narcotics Anonymous Phone: (818) 773-9999  online www.na.org

Disciplinary Sanctions

NHU will not excuse misconduct by students, faculty or staff whose judgment is impaired due to substance abuse. Students found in violation of the NHU ADAP Program are subject to disciplinary action, up to and including expulsion from university programs, as provided herein. Faculty and staff found in violation of the NHU ADAP Program are subject to disciplinary action, up to and including termination of employment, as provided herein and in the applicable Laureate Education, Inc., Employee Handbook.
Appendix G: Sexual Harassment Policy

The university adheres to the principle that its students, faculty, and staff have a right to be free of sexual harassment by any member of the academic community. Sexual harassment includes such behavior as:

- Attempting to coerce an unwilling person into a sexual relationship (physical assault, or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one’s job, opportunities, grades, letter of recommendation, etc.)
- Subjecting a person to unwanted sexual attention (inappropriate touching of another’s body, etc.)
- Penalizing a person who refuses sexual advances (denying opportunities for advancement, lowering grades, etc.)
- Creating a sexually intimidating, hostile, or offensive working or educational environment (use of language or gesture to harass sexually, sexual activities, sexist and sexual jokes, staring at another’s body, any retaliatory conduct against an individual who has complained of sexual harassment, etc.)

Particular allegations of sexual harassment will be evaluated in light of accepted standards of mature behavior.

Individuals who believe they have been sexually harassed should first seek to make clear to the offender in writing their displeasure regarding the behavior and their desire that it cease, seeking assistance, if they wish, from one of the following: if the harassed one is a faculty member, from the Provost; if a staff or student member, from the human resources director. If the unacceptable behavior continues, the persons who feel they have been harassed may seek redress through NHU’s formal grievance procedures, initiating the process by going directly to one of the grievance officers. Grievance procedures are detailed in the main body of this document.

If the individual chooses, he/she may omit the steps indicated in the previous paragraph and go directly to a grievance officer.

A student found guilty of sexual harassment is subject to dismissal. A member of the faculty or staff found guilty of harassment is subject to termination of employment. Complaints regarding sexual harassment will be responded to promptly and equitably. Confidentiality will be maintained in so far as possible to protect the right to privacy of both persons and so that the integrity of the respondent is not compromised in the event of an unfounded complaint. This policy expressly prohibits retaliation against any individual who in good faith asserts a complaint of sexual harassment.
Appendix H: Medical Information Sheet

General Information and Referral Services

- State of California Health Service: http://www.ca.gov/Health.html
- General information for Santa Clara County services: www.sccgov.org

County Hospitals/Health Care Centers

Santa Clara Valley Medical Center http://www.scvmed.org
751 S. Bascom Ave, San Jose 95128
1-888-334-1000 Full Service Primary Care: Pediatrics, OB/GYN, Adult Medicine
1-408-885-5000 Free 24 Hr. Telephone Medical Advice
Full-service medical care for all patients regardless of ability to pay

Santa Clara Valley Medical Center at Tully
500 Tully Rd., San Jose
1-408-885-4164

Valley Health Center at Silver Creek
1620 E. Capitol Expwy., San Jose
Appt. 1-888-334-1000

VMC Urgent Care Clinic at Bascom
751 S. Bascom Ave., San Jose

Valley Health Center at San Martin
90 Highland Ave., San Martin

Valley Health Center at Lenzen
976 Lenzen Ave. Ste 1800, San Jose
Appt. 1-888-334-1000

Valley Health Center at Fair Oaks
660 Fair Oaks Ave., Sunnyvale
Appt. 1-888-334-1000

Other Health Centers

Santa Clara County Mental Health Dept.
Access, Program Information & Referrals
1-800-704-0900

Santa Clara County Dept. of Drug & Alcohol Services, Information & Referrals 1-800-488-9919

Gardner Family Health Network
Comprehensive health care services at various locations. Medical (1-408-272-6300)
http://gardnerfamilyhealth.com/ Dental (1-408-272-6360)

Las Colinas Medical Center
2820 Alum Rock Ave., San Jose
1-408-729-2900

Family Resource Centers

Asian Pacific Family Resource Center
625 Wool Creek Dr. 1-408-299-1500

Gilroy Family Resource Center
7560 Monterey Rd. 1-408-846-5000

Nuestra Casa #F Ujirani
1998 Alum Rock Ave. 1-408-251-9491

Family Resource Center
1023 E. Brokaw Rd. 1-408-452-6560
Health Insurance

Healthy Families:
The Healthy Families Program is low-cost insurance that provides health, dental, and vision coverage to children and women.
1-800-880-5305 or www.healthyfamilies.ca.gov/

Santa Clara Family Health Plan:
There are several enrollment sites throughout Santa Clara County.
1-800-260-2055 or www.scfhp.com 1-408-376-2000

California Major Risk Medical Insurance Program (MRMIP)
MRMIP is administered by the Managed Risk Medical Board and developed to provide health insurance for Californians who are unable to obtain coverage on the open market.
1-800-289-6574 or www.mrmib.ca.gov

Blue Cross of Northern California:
Health plans for individuals and families who are not participating in group coverage through an employer.

Individual and Family-Under 65, 1-800-777-6000
All Senior Plans-Over 65, 1-800-765-2585
1-916-447-9280 or http://www.anthem.com/ca/welcome/home.html

Kaiser Foundation Health Plan, Inc.
Health plans for individuals and families who are not participating in group coverage through an employer.

Individual Enrollment 1-800-489-9918. 1-408-972-3000
1-800-556-7677 or www.kaiserpermanente.org

Health Net
Health plans for individuals and families who are not participating in group coverage through an employer.

1-800-909-0944 or www.healthnet.com

Note: The Office of the Registrar updates the above information periodically. Please see the registrar for questions or additional information.
Appendix I: Posting Policy

Approved: January 28, 2005

The general NHU policy regarding posting materials on campus property prohibits messages that are libelous, slanderous, obscene, or belligerent. In addition, the general policy also prohibits posting materials that constitute sexual harassment or harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, or sexual orientation.

The responsibility for approval and oversight of posted materials lies with the department or unit supervisor sponsoring the posting or event.

The responsibility for approval and oversight of posted materials from groups or individuals from outside the university community lies with the director of human resources or his/her designee.

Violation of any of the provisions of this policy will result in the removal of the posted material and possible NHU sanctions for the responsible group or individual.