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Preamble

NOTE ABOUT THE CATALOG AND POLICY CHANGES:

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.

Changes may occur, such as fee structure, course offerings, announcements, teaching, administrative, and staff assignments after the date of publication. Students and others should contact the Office of the Student Outreach and Support Services for current information.

It is the student’s responsibility to become familiar with the announcements and NHU regulations printed in this catalog. Information in this catalog constitutes a contract between NHU and a student or an applicant.

NHU reserves the right 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.
National Hispanic University Location

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

From Highway 101 North:

1. Take US-101 SOUTH toward SAN JOSE
2. Take the I-280/I-680 exit toward SACRAMENTO
3. Take the I-680 exit toward SACRAMENTO
4. Take the CAPITOL EXPRESSWAY
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 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
Campus Map

CAMPUS DIRECTORY

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<td>Science Labs (2)</td>
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<td>Business Office (1)</td>
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</tbody>
</table>
A Quick Reference Guide to NHU Departments & Services

(Dial 273 and then the extension if dialing from outside the campus.)

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<th>For information on</th>
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Academic Calendar

Registration for both modular and trimester 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.

Undergraduate and Teacher Education Fall 2011 Semester

• Teacher Education Module 1 Begins ................................................................. August 15, 2011
• Translation & Interpretation Module 1 Begins .................................................. August 15, 2011
• Undergrad Fall Semester Begins ...................................................................... August 29, 2011
• Undergrad Fast Track 1 Begins ........................................................................ August 29, 2011
• Labor Day, NHU Closed .................................................................................. September 5, 2011
• Teacher Education Module 1 Ends .................................................................. September 25, 2011
• Translation & Interpretation Module 1 Ends .................................................... September 25, 2011
• Teacher Education Module 2 Begins ................................................................ September 26, 2011
• Translation & Interpretation Module 2 Begins .................................................. September 26, 2011
• Undergrad Fast Track 1 Ends ........................................................................... October 23, 2011
• Undergrad Fast Track 2 Begins ........................................................................ October 24, 2011
• Teacher Education Module 2 Ends .................................................................. November 6, 2011
• Translation & Interpretation Module 2 Ends .................................................... November 6, 2011
• Teacher Education Module 3 Begins ................................................................ November 7, 2011
• Translation & Interpretation Module 3 Begins .................................................. November 7, 2011
• Thanksgiving Holiday, NHU Closed ................................................................. November 24 & 25, 2011
• Undergrad Fall Semester Finals Week ............................................................. December 12-17, 2011
• Undergrad Fast Track 2 Ends .......................................................................... December 18, 2011
• Undergrad Fall Semester Ends ......................................................................... December 18, 2011
• Teacher Education Module 3 Ends .................................................................. December 18, 2011
• Translation & Interpretation Module 3 Ends ..................................................... December 18, 2011
• Christmas Eve Observed, NHU Closed ............................................................. December 23, 2011
• Christmas Day Observed, NHU Closed ............................................................. December 26, 2011
• New Year’s Eve Observed, NHU Closed ............................................................ December 30, 2011

Undergraduate and Teacher Education Spring 2012 Semester

• Undergrad Fast Track 1 Begins ........................................................................ January 2, 2012
• Teacher Education Module 1 Begins ................................................................ January 2, 2012
• Translation & Interpretation Module 1 Begins .................................................. January 2, 2012
• Teacher Education Module 1 Ends .................................................................. February 12, 2012
- Translation & Interpretation Module 1 Ends ......................................................... February 12, 2012
- Teacher Education Module 2 Begins ................................................................. February 13, 2012
- Translation & Interpretation Module 2 Begins ..................................................... February 13, 2012
- Undergrad Fast Track 1 Ends ............................................................................ February 26, 2012
- Undergrad Fast Track 2 Begins .......................................................................... February 27, 2012
- Teacher Education Module 2 Ends ..................................................................... March 25, 2012
- Translation & Interpretation Module 2 Ends ....................................................... March 25, 2012
- Teacher Education Module 3 Begins .................................................................. March 26, 2012
- Translation & Interpretation Module 3 Begins ..................................................... March 26, 2012
- Undergrad Spring Semester Finals Week .......................................................... April 16-21, 2012
- Undergrad Fast Track 2 Ends ............................................................................. April 21-22, 2012
- Undergrad Spring Semester Ends ..................................................................... April 22, 2012
- Teacher Education Module 3 Ends ..................................................................... May 6, 2012
- Translation & Interpretation Module 3 Ends ....................................................... May 6, 2012

**Undergraduate and Teacher Education Summer 2012 Semester**

- Undergrad Summer Semester Begins ................................................................. April 30, 2012
- Undergrad Fast Track 1 Begins .......................................................................... April 30, 2012
- Teacher Education Module 1 Begins .................................................................. May 14, 2012
- Translation & Interpretation Module 1 Begins ..................................................... May 14, 2012
- Teacher Education Module 1 Ends ..................................................................... June 24, 2012
- Translation & Interpretation Module 1 Ends ....................................................... June 24, 2012
- Undergrad Fast Track 1 Ends ............................................................................. June 24, 2012
- Teacher Education Module 2 Begins .................................................................. June 25, 2012
- Translation & Interpretation Module 2 Begins ..................................................... June 25, 2012
- Undergrad Fast Track 2 Begins .......................................................................... June 25, 2012
- Teacher Education Module 2 Ends ..................................................................... August 5, 2012
- Translation & Interpretation Module 2 Ends ....................................................... August 5, 2012
- Undergrad Summer Semester Finals Week ....................................................... April 13-18, 2012
- Undergrad Fast Track 2 Ends ............................................................................. August 19, 2012
- Undergrad Summer Semester Ends .................................................................. August 19, 2012
Undergraduate and Teacher Education Fall 2012 Semester

- Teacher Education Module 1 Begins ............................................................. August 13, 2012
- Translation & Interpretation Module 1 Begins .............................................. August 13, 2012
- Undergrad Fall Semester Begins ............................................................... August 27, 2012
- Undergrad Fast Track 1 Begins ................................................................. August 27, 2012
- Teacher Education Module 1 Ends ............................................................. September 23, 2012
- Translation & Interpretation Module 1 Ends ............................................... September 23, 2012
- Teacher Education Module 2 Begins .......................................................... September 24, 2012
- Translation & Interpretation Module 2 Begins .............................................. September 24, 2012
- Undergrad Fast Track 1 Ends ................................................................. October 21, 2012
- Undergrad Fast Track 2 Begins ................................................................. October 22, 2012
- Teacher Education Module 2 Ends ............................................................. November 4, 2012
- Translation & Interpretation Module 2 Ends ............................................... November 4, 2012
- Teacher Education Module 3 Begins .......................................................... November 5, 2012
- Translation & Interpretation Module 3 Begins .............................................. November 5, 2012
- Undergrad Fall Semester Finals Week ....................................................... December 10-15, 2012
- Undergrad Fast Track 2 Ends ................................................................. December 16, 2012
- Undergrad Fall Semester Ends ................................................................. December 16, 2012
- Teacher Education Module 3 Ends ............................................................ December 16, 2012
- Translation & Interpretation Module 3 Ends .............................................. December 16, 2012
Welcome Letter from the President of the University

Dear NHU Students and Prospective Students,

To our new and returning students, my warmest welcome. To those considering attending The National Hispanic University (NHU), let me tell you that you would be entering a very special institution.

Born out of the Civil Rights Movement, NHU is dedicated to being the place where anyone willing to do the work, can obtain a higher education. Reflecting California’s diversity, NHU takes a multicultural approach to teaching and learning. We support and celebrate diversity as a source of strength. Our vibrant institution is evolving constantly to better serve our students.

While California’s budget crisis is forcing public universities to cut enrollment, as a private university, we are expanding enrollment and actively seeking new students. Our students are accustomed to small classes, tutorial services, and easy access to their professors, scholarships, and opportunities to form lasting friendships with fellow students. They are used to being part of a caring, supportive academic family. We have high expectations for our students. And we have processes, experience, and role models in place to help you meet those high expectations. Our mission is that every NHU student will graduate.

Let me share several of our exciting goals during the next few years:

- We will integrate course content with community concerns to make classes immediately relevant.
- We will expand degree offerings at the undergraduate and graduate levels.
- We will maintain high standards while offering more classes and grow our student body.
- We will increase support services, and expand and enhance student life.
- We will increase scholarship opportunities.
- We will all strive to make NHU known in the Bay Area, California, and throughout the United States, as the institution where any student who has the will, regardless of background, can earn a premier higher education.

¡Sí Se Puede! YES we can!

Atentamente,

[Signature]

Dr. David P. Lopez
President
Mission

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. Our mission is that every NHU student will graduate.

Values

- **Familia**: NHU believes 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**: NHU cherishes multiple perspectives and embraces diversity in support of our common mission, which is the cornerstone of access to quality education for our students.
- **Quality and Excellence**: NHU pursues superior performance in teaching, learning, service, and research.
- **Service**: NHU prepares students to be of service to their communities and society at large.
- **Integrity**: NHU lives 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. 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 liberal arts based-knowledge, 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 Composition
- Critical Thinking
- Information Literacy
- Oral Communication
- Cultural Competency

As NHU enhances student competency in its five student learning outcomes across the curriculum, students will become critical thinkers who are skilled communicators both in written composition 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 increasing multicultural and global environment.

**History**

NHU was established in 1981 to serve the needs of Hispanics, women, other minorities, and other learners. The late 1960s witnessed the development of equal educational opportunities for Hispanics and other minorities, which became a major issue in higher education. Many Latinos benefited from these initiatives; however, the gap between Hispanics and whites continued to widen. The large influx of Mexican immigrants with limited English skills, the elimination of “race-based” admissions, and the lack of educational achievement in K-12 are key reasons why Latinos and other minorities continue to lag behind whites and others in higher education completions.

The 1980s were heralded as the “decade of Hispanics.” It was at this time that NHU was founded. It came to be after extensive research of the success rate and high quality of education provided by historically black colleges and universities that graduated (and still do today) almost half of the African American professionals in American society. Research on 118 black colleges found that although they only enrolled 17-19% of college eligible students, they awarded 50% of the baccalaureate degrees earned by African American students in 1980 (American Council on Education, “Minorities in Higher Education,” report, 1980). NHU believed that a small private independent college could make a difference in the graduation of Hispanic professionals in education, technology, and business.

It is within this context that NHU shaped its 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.”

NHU recognized in its origins that Hispanic learners needed something different. They needed an educational system that acknowledged their learning needs. This was the starting point for NHU. The work of the Bay Area Bilingual Education League (BABAL) directed by the late Dr. B. Roberto Cruz, the founding President of NHU and its academic visionary for 22 years, helped shape the framework for the different types of Hispanic learners.

This framework, coupled with the research conducted on Historically Black Colleges and Universities, identified high expectations, role models, and academic support systems as effective strategies to graduate African American students. This became the foundation by which NHU was established.

In many ways, the understanding of Hispanic learning needs and the development of role models, high expectations, and academic support systems were implemented before they gained recognition by traditional higher education institutions. NHU initiated these strategies with the hope that other institutions would learn from NHU’s experience. Dr. B. Roberto Cruz shared these concepts nationally in 1990 at an American Association of Higher Education Conference in New York. Now as we are approaching 2012, it is clear that many private and public institutions interested in serving Hispanics and other learners are beginning to embrace the strategies NHU initiated.

**Institutional Recognition and Accreditations**

NHU gained full institutional approval as a four-year degree granting institution from the California State Department of Education, Private Post-Secondary Educational Division in 1985. NHU is recognized as a four-year, post-secondary institution by the United States Department of Education and is listed in the Higher Education Publication (HEP).

NHU is authorized under Federal Law to enroll nonimmigrant, international students.
The National Hispanic University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC); 985 Atlantic Avenue, #100 - Alameda, CA 94501 - (510) 748-9001, www.wascsenior.org.

The National Hispanic University has approval from the California Commission on Teacher Credentialing (CCTC) to recommend qualified candidates for the Multiple Subject, Single Subject (English, Math, Science, Social Science, PE, Art, and Spanish), Mild to Moderate Education Specialist Teaching Credentials and BCLAD/CLAD Certificates. 1900 Capitol Avenue, Sacramento, CA 95811-4213; 1-888-921-2682; www.ctc.ca.gov.

NHU has state approval for the Multiple Subject California Subject Examinations for Teachers (CSET) waiver.

**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 post-secondary education to more Hispanics. San Jose was chosen because it is home to the third largest Hispanic population in California, and tenth largest in the Nation. In the fall of 1994, NHU relocated to its current 11-acre campus on Story Road in East San Jose.

The existing San Jose campus consists of administrative, faculty, and student services offices, classrooms of varied sizes, an auditorium, a library, and a student lounge. The Center for College Success (CCS) provides academic support to students in the areas of reading, writing, mathematics, and study skills. In addition, the university also houses computer laboratories.

The new campus construction was completed by fall 2004 and includes a three-story, 65,000-square-foot learning facility, plaza/amphitheatre, and athletic field. The new learning facility has 18 classrooms, two science laboratories, three computer laboratories, a new CCS, administrative office space, and a library.

**University Educational Partnerships**

NHU maintains several vital partnerships in Silicon Valley, including a key partnership with San Jose State University (SJSU). This articulation agreement establishes joint enrollment opportunities and collaborative programs and services designed to prepare future leaders in business, computers, and bilingual education in the Silicon Valley. Students interested in majors not offered by NHU may petition to transfer to SJSU after completing their general education requirements.

NHU has partnerships with San Jose City College, Evergreen Valley College, Foothill College, and DeAnza College, Cabrillo College, and Mission College. NHU also has sustained partnerships with National Aeronautics and Space Administration (NASA) Ames Research Center, Santa Clara County Office of Education, and with several community serving non-profits and corporate entities.
University Assessment Plan

NHU has selected five University-wide student learning outcomes that will be phased in over a four-year period: Written Composition, Critical Thinking, Information Literacy, Oral Communication, and Cultural Competency. The university established a four-year timetable to collect assessment data for these learning outcomes. The first assessment cycle started during the 2008-2009 academic year and will end by the 2011-2012 academic year. In addition, each academic program has an assessment plan to collect assessment data over 5-year cycles for their program learning outcomes.
Admission to the University

General Admission Policies and Procedures

NHU selects students on the basis of educational preparation, intellectual capacity, and motivation. Candidates should show evidence that they are academically prepared to study in programs they select, and that they possess the interest and motivation to pursue studies at NHU.

Admission is based on the probability for successful study in the chosen NHU program. The potential for success is determined by grade point average (GPA), degrees, diplomas and/or certificates, completion of program, prerequisites, and one letter of recommendation. To protect NHU’s academic standards, the university reserves the right to deny admission to any student who does not meet the minimum admissions requirements.

Undergraduate Admission Requirements

To qualify for undergraduate admission, candidates must meet the following requirements:

- Have graduated from a recognized secondary school, or
- Have taken the test of general education development (GED), or
- Possess the equivalent in formal education, or
- Have a minimum secondary school GPA from the last three years of study of 2.0 for first time freshman, or 2.0 GPA for transfer students (on a four-point scale)

Students with less than 2.0 GPA may petition the Office of Admissions in writing for consideration on a conditional low GPA admission for the first semester of enrollment. Students admitted on a conditional low GPA must obtain a 2.0 or better in their first semester to continue. Failure to do so may disqualify the student.

Candidates for admission need to provide the following to the Office of Admissions to ensure proper application processing:

- Completed NHU admission application
- $50.00 non-refundable application fee
- Official high school transcript or an official GED test score
- Official transcripts from each college attended, sealed by the respective school officer
- Goal Statement

Note: The appropriate institutional authority must certify transcripts and other admission documents. Students who have completed their studies abroad must submit their official documents to an approved foreign transcript evaluation agency to receive a report of equivalent United States college credits, diplomas, or degrees. If the documents are not in English, they must be accompanied by an official English translation. Information on approved agencies may be obtained from Enrollment.

Official Admission

A candidate is officially admitted once he/she submits an online application along with the required documents to their Enrollment Advisor as described in this section, and has received an acceptance letter from the Office of Admissions.
Applicants are notified in writing regarding their admission. The final responsibility for the fulfillment of all admission requirements lies with the candidate. When in doubt, candidates should consult with their Enrollment Advisor.

**High School Equivalency Exam / State of California Proficiency Exam**

A candidate who does not possess a high school diploma, but who can demonstrate high school equivalency through the successful completion of the GED test, must submit the official test scores to the Office of Admissions. Candidates who have not earned a high school diploma or GED must submit proof of passing the California High School Proficiency Examination.

**Contingent Admission**

Under certain circumstances, an undergraduate candidate may be contingently admitted before a full admission is completed. In these cases, the candidate must provide:

- Completed NHU admission application
- $50.00 non-refundable application fee
- Sign a Contingent Admission Contract
- Copy of high school transcript and/or a copy of transcripts for all colleges attended, until official transcripts are received
- Goal Statement
- GPA petition letter (if applicable)

All missing items have to be provided within 60 days of the first semester in which the student enrolls. Students not complying with their contingent admission within the allowable timeframe may become administratively withdrawn from the university. In addition, a hold will prevent the student from registering for classes beyond the first period of enrollment and NHU will not disburse pending federal financial aid funds until we have received all official missing documents. Students dismissed must reapply for admission, submit all required documents, and pay all applicable fees. Students who have been contingently admitted and are dismissed are not eligible for contingent admission a second time.

**High School Students**

Students still attending high school will be considered for enrollment in certain special programs and regular university courses, if recommended by school officials and the Director of the Early University Program. Preparation must be equivalent to that required of eligible California high school graduates. Such admission is only for a given term/program and does not constitute the right to continued enrollment. To qualify under this criterion, students need to submit:

- Completed online NHU Admissions application
- Goal Statement
- Parent consent form
- Letter of Recommendation

**Freshman**

NHU may contingently accept first-time freshman if they have completed all high school requirements and met the admissions requirements (with the exception of official high school transcripts stating their completion date). Students must submit their official high school transcripts with all current coursework
to date. Students whose transcript does not meet the 2.0 requirement must petition to NHU for admission, and may be put on a conditional low GPA status their first semester of study. Students will not qualify for official acceptance until official high school transcripts are sent to NHU with a graduation completion date. They may not register for courses until they are informed in writing from the Office of Admissions.

**Admission as a Transfer Student**

Transfer students will adhere to all admissions procedures. A student will be considered a transfer student having completed a minimum of 12 transferable semester units, or 18 transferable quarter units of college level coursework, with a cumulative 2.0 GPA from all institutions attended.

Applicants are reviewed on the merits of their prior academic achievements and potential for achieving the goals and objectives of the program to which they seek admission.

An applicant cannot disregard his/her previous college records and apply for entrance to freshman standing. Students must submit all official transcripts from all schools and colleges attended. In addition, transfer students must comply with all graduation requirements as they appear in this catalog under *Graduation Requirements*.

**Admission to the Teacher Credential Program from Another University**

Candidates must meet the following requirements to be accepted into the credential program:

- A Bachelor Degree from an accredited institution, or a verified baccalaureate from an accredited foreign institution evaluated as comparable to United States
- An overall cumulative GPA of 3.0 (or higher) on a 4.0 scale in undergraduate studies. Students who do not meet this requirement must submit a petition letter to be considered for admission to the credential program. Students may be admitted into the credential program on a conditional low GPA status their first semester of enrollment. Failure to meet the 3.0 GPA requirement for first semester of study may disqualify the student.
- Six units from other accredited institutions will be accepted toward the preliminary credential. Additional units may be accepted with the Chair’s approval only.

To complete NHU’s Teacher Education admissions process, candidates must provide:

- Completed online NHU admission application
- $50 non-refundable admission fee
- Official transcripts from all accredited colleges attended
- Two letters of recommendation
- Goal Statement
- Total passing scores on the California Basic Educational Skills Test (CBEST) of 123 with 37 or better on each of the sections

**Admission to BA in Liberal Studies, Education Concentration**

Candidates to the BA in Liberal Studies, Education Concentration, must submit:

- Completed online NHU application
- $50 non-refundable application
- Goal Statement
- One letter of recommendation (Credential Program)
- Official transcripts for courses taken elsewhere after NHU (if applicable)
- Pass Junior Writing Examination
- Complete interview and be recommended by Teacher Education Department

Admission of NHU Graduates to the Teacher Credential Program/New Program

Candidates for the Teacher Credential Program/New Program must submit:
- Completed online NHU application
- $50 non-refundable application fee for inactive students only*
- Goal Statement
- One letter of recommendation (Credential Program)
- Official transcripts for courses taken elsewhere after NHU (if applicable)
- Total passing scores on the California Basic Educational Skills Test (CBEST) of 123 with 37 or better on each of the sections

*For further information, refer to Readmission policy.

Admission to the Master of Arts in Education

Candidates to the Master of Arts in Education (MA Ed) must meet the following requirements:
- A Bachelor Degree from an accredited institution or a verified baccalaureate from an accredited foreign institution evaluated as comparable to United States
- Teaching credential or approval of Chair
- Overall cumulative GPA of 3.0 (or higher) on a 4.0 scale in undergraduate studies. Students who do not meet this requirement must submit a petition letter to be considered for admission to the credential program. Students may be admitted into the credential program on a conditional low GPA status in their first semester of enrollment. Failure to meet the 3.0 GPA requirement for first semester of study may disqualify the student.

Candidates to the Master of Arts in Education (MA Ed) must provide:
- Completed online NHU admission application
- $50 non-refundable admission fee
- Official transcripts from all colleges attended
- Two letters of recommendation addressed to NHU*
- Goal Statement
- Personal interview with teacher education faculty

*Letters or recommendations should address the program the student is applying for and should be filled out by a professor, supervisor, co-worker under whom the student has studied, taught, or worked, and who is able to comment on the student’s qualifications for academic success.
Admission to the Translation and Interpretation Certificate Program

Candidates must meet submit the following to be accepted into the Translation and Interpretation Certificate Program:

- Completed online NHU admission application
- $50.00 non-refundable admission fee
- One (1) of the following:
  - A high school diploma
  - An equivalent (GED) or a transcript indicating the completion of a minimum of 12 transferable semester units, or 18 transferable quarter units of college level coursework, with a cumulative 2.0 GPA from all institutions attended
  - Students with less than 2.0 GPA may petition the Office of Admissions in writing for consideration on a conditional low GPA admission for the first semester of enrollment. Students admitted on conditional low GPA must obtain a 2.0 or better in their first semester to continue. Failure to do so may disqualify the student.

Candidates must also meet the following requirements:

- Be fluent in both English and Spanish (able to speak, read, and write at advanced level), as determined by an NHU-administered Spanish assessment taken prior to admission into the program
- Participate in an interview with the Director of the Program
- Take placement examinations (English Accuplacer and translation English-Spanish and Spanish-English test)

Admission to the Clear, CTEL (CLAD), Bilingual Authorization Credential Programs and for Sojourn Credential Candidates

Candidates must submit the following to be accepted into the teacher credential program, or to clear their credential:

- Completed online NHU admission application
- $50.00 non-refundable admission fee
- Valid California Teacher Credential

Admission of International Students

In addition to the requirements previously described in this section, international student applicants or those holding US student visas are required to provide the following to the Office of the Admissions:

- Completed Student’s Confidential Declaration of Finances Form (minimum $25,000 US dollars) signed by the applicant and his or her sponsor or guarantor
- Original or certified copy of Bank Letter(s) verifying that the applicant, sponsor, or guarantor has sufficient funds (minimum $25,000 US dollars) to show that the applicant will have sufficient financial resources to cover direct and indirect expenses for the duration of the degree program. NHU currently has no scholarships or other financial aid for international students. If the $25,000 minimum is not met, an applicant must provide a written explanation as to other sources of
financial stability for the duration of the degree program and must be approved by the Director of Admissions.

- Passing the Test of English as a Foreign Language (TOEFL) Test scores:
  - A paper-based minimum score of 450 or a minimum computer-based score of 133 will require further language development courses
  - No additional requirements for TOEFL paper-based scores of 500 or above or a computer-based score of 173 or above

- Each applicant from a foreign country must make a deposit of $500 prior to receiving the Certificate of Eligibility for Student Visa. This amount will be automatically credited to the student’s second term of study at NHU.
  - If the visa application is denied, the applicant must return the Certificate of Eligibility for Student Visa to NHU. A refund for the $500 deposit will be processed within three to four weeks.
  - The deposit will be non-refundable for any international student who uses an NHU issued Certificate of Eligibility for Student Visa changes their visa status or transfers to another school during the first term of study.

International students who possess a Certificate of Eligibility for Student Visa and want to transfer from another US college to NHU are not obligated to make a $500 deposit, but must complete a Transfer Eligibility Form and submit it to the Office of Admissions. Upon receiving admission to an undergraduate program, prospective international students must satisfy the following additional steps in the admission and registration process:

- Each applicant must provide proof of adequate health insurance valid in the United States, prior to registering for courses.
- All first-time undergraduate students will be required to take a placement exam prior to registration. The test results will determine whether any coursework will be necessary before the student is permitted to enroll in degree courses. This must be done prior to meeting with an advisor to register for classes for the first time. Exception will be made for those students who have passed college-level courses equivalent to ENG 100 and MAT 100 with a “C-“ or better.

**Obtaining and Maintaining Student Visa Status**

All prospective international students must obtain a Certificate of Eligibility for Student Visa. Candidates should contact the Office of Admissions for information and procedures regarding the Certificate of Eligibility for Student Visa, which will be issued only to students who have met all admission requirements, received an offer of admission, provided proof of financial support, and deposited the required advance payment of tuition and fees.

Students not using the Certificate of Eligibility for Student Visa for the period issued must return it to NHU before a new one can be provided.

Students who are applying for a student visa for the first time, or who have been absent from the United States for more than five months, must pay a SEVIS I-901 fee after receiving a Certificate of Eligibility for Student Visa, and prior to scheduling an appointment at the US Consulate for the visa.

The Certificate of Eligibility for Student Visa must be presented to an American embassy or consulate abroad to obtain a Student Visa (F-1).
Note to Transfer Students: In order to process the transfer to NHU as instructed by US Citizenship and Immigration Services, students already in the US and transferring from another US school must submit the Certificate of Eligibility for Student Visa to the international student advisor at that school.

Transferring Credits

Transfer Maximum by Program

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<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| AA in Business Administration   | 52 lower-division transferable semester units or 78 transferable quarter units | - A maximum of 52 semester units may be transferred  
- Students must earn at least 15 semester units in residence at NHU |
| BA in Business Administration   | 70 transferable semester units or 105 transferable quarter units | - A maximum of 70 transferable semester units earned in a community college or a two-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable semester units  
- Students must meet the university’s residency requirement of 30 semester units at NHU  
- Students must complete a minimum of 45 upper division semester units  
- No transfer credit is accepted for the following courses:  
  - BUS 400 Business Policy Capstone |
| AS in Computer Science          | 62 lower-division transferable semester units or 93 transferable quarter units | - A maximum of 62 semester units may be transferred  
- Students must earn at least 15 semester units in residence at NHU |
| BS in Computer Information Systems | 70 transferable semester units or 105 transferable quarter units | - A maximum of 70 transferable semester units earned in a community college or a two-year college and 90 transferable semester units earned from a university or a four-year college are accepted as transferable semester units  
- Students must meet the university’s residency requirement of 30 semester units at NHU  
- Students must complete a minimum of 45 upper division semester units  
- No transfer credit is accepted for the following courses:  
  - CS 234 Computing and Society  
  - CS 238 Requirement 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  
  - CS490B Computer Information System Senior Project |
| AA in Child Development         | 54 lower-division transferable semester units or 81 transferable quarter units | - A maximum of 54 semester units may be transferred  
- Students must earn at least 15 semester units in residence at NHU |
| BA in Child Development         | 70 transferable semester units or 105 transferable quarter units | - A maximum of 70 transferable semester units earned in a community college or a two-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable semester units  
- Students must meet the university’s residency requirement of 30 semester units at NHU |

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<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| MA in Education (Teaching and Learning Concentration) | 12 transferable semester units or 18 transferable quarter units | ▪ Students must complete a minimum of 45 upper division semester 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 Social-Cultural Issues in Bi-Literacy Education  
  - CD 440 Appropriate Practices Across 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-Able Young Children EDU 300 Liberal Studies Gateway Experience  
▪ A maximum of 12 semester units may be transferred  
▪ Students must earn at least 18 semester units in residence at NHU |
| A.A. in Liberal Studies                      | 53 lower-division transferable semester units or 79.5 transferable quarter units     | ▪ A maximum of 53 semester units may be transferred  
▪ Students must earn at least 15 semester units in residence at NHU |
| BA in Liberal Studies (Credential Option)    | 70 transferable semester units or 105 transferable quarter units                    | ▪ A maximum of 70 transferable semester units earned in a community college or a two-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable semester units.  
▪ Students must meet the university’s residency requirement of 30 semester units at NHU  
▪ Students must complete a minimum of 45 upper division semester units  
▪ No transfer credit is accepted for the following courses:  
  - EDU 300 Liberal Studies Gateway Experience  
  - ETH 400 Gender, Race, and Culture in American Society  
  - LS 200 Service Learning  
  - LS 300 Liberal Studies Gateway Experience General Option |
| BA in Liberal Studies (General Option)       | 70 transferable semester units or 105 transferable quarter units                    | ▪ A maximum of 70 transferable semester units earned in a community college or a two-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable semester units  
▪ Students must meet the university’s residency requirement of 30 semester units at NHU  
▪ Students must complete a minimum of 45 upper division semester units  
▪ No transfer credit is accepted for the following courses:  
  - EDU 300 Liberal Studies Gateway Experience  
  - ETH 400 Gender, Race, and Culture in American Society  
  - LS 200 Service Learning  
  - LS 300 Liberal Studies Gateway Experience General Option |
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| BA in Liberal Studies, Education Concentration | 55 transferable semester units or 82.5 transferable quarter units                      | ▪ A maximum of 49 semester units of General Education units  
▪ A maximum of 6 semester units of courses in major  
▪ General Education coursework transferred into the program must be equivalent to 2.5 GPA or higher  
▪ Courses in major transferred into the program must be equivalent to 3.0 GPA or higher |
| AS in Mathematics and Science                | 55 lower-division transferable semester units or 82.5 transferable quarter units      | ▪ A maximum of 55 semester units may be transferred  
▪ Students must earn at least 15 semester units in residence at NHU                                                                   |
| AS in Mathematics and Science with Engineering Concentration | 55 lower-division transferable semester units or 82.5 transferable quarter units      | ▪ A maximum of 55 semester units may be transferred  
▪ Students must earn at least 15 semester units in residence at NHU                                                                    |
| Translation & Interpretation Certificate     | No transfer of credit is allowed for this certificate                                 | ▪ A maximum of 0 semester units may be transferred  
▪ Students must earn at least 21 semester units in residence at NHU                                                                    |
| Teacher Credential                           | Depends on each credential                                                           | ▪ Six semester units from other accredited institutions will be accepted toward the preliminary credential. Additional units may be accepted with the Chair’s approval only.  
▪ Students entering the preliminary multiple subject credential after successfully completing NHU’s BA in Liberal Studies, Education program will be able to transfer the following 11 courses:  
  1. EDU 508 Educational Foundations  
  2. EDU 514 Effective Teaching and Learning  
  3. EDU 515 Cultural Diversity in the Classroom  
  4. EDU 516 Classroom Field Experiences and Seminar  
  5. EDU 520 Second Language Learners  
  6. EDU 522 Methods: Science Curriculum and Instruction  
  7. EDU 529 Methods: History Social Science Curriculum and Instruction  
  8. EDU 530 Language Arts, Reading Curriculum and Instruction (Subject Matter Competency required)  
  9. EDU 531 Computer Technology for Teaching /Learning 1  
  10. EDU 550 Teaching Health Education  
  11. EDU 551 Inclusive Educational |

**Credits from Other Colleges and Universities**

NHU encourages transfer of credit from other institutions. Requests should be submitted during the application process, but no later than 60 days from the start of program. This can be done initially with unofficial transcripts; however, only credits from official transcripts will appear on the student’s MyNhu
portal. Transfer of credit documentation (i.e., official or unofficial transcripts) should be submitted to the Office of Admissions.

Normally, students are notified when credits are accepted for transfer to a program at the same time that they are given an offer of admission or during their first term of enrollment. Official evaluation of credits for transfer to a program requires the following:

- Official transcript that reflects the course being evaluated
- Syllabi for courses being evaluated for transfer, upon request

If students are transferring from an institution that is part of the California Community College System, those courses, which are designated as *University of California Transferable* or *California State University transferable*, will be accepted.

Transferability of other courses will be considered on a case-by-case basis. Normally, Computer Science courses that are more than three years old are not transferable.

**Credit for Undergraduate Work**

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). Coursework that is reviewed for transfer of credit must be:

- Earned and 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 US Department of Education at the time the course was completed, or from an appropriately accredited non-US institution.
- Considered to satisfy requirements within one of the following academic components which comprise NHU’s undergraduate plan of study: general education, program-related (core or elective), or general electives.
- Classes that are 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 completed at a community college or a two-year college may be granted for lower-division credit, but cannot be used to meet NHU’s upper-division credit requirement.

*Note: Certain lower-division coursework may transfer in as either lower-division credit or upper-division credit, depending on the content match to NHU courses/curricula.*

**Credit for Post-Baccalaureate Work**

Credit for post-baccalaureate completed at other institutions may be accepted in partial fulfillment of the requirements for teaching credential at NHU. However, the work must be of acceptable quality; (i.e., courses with a letter grade of “B” (3.0 on a 4.0 scale) or higher). Coursework that is reviewed for transfer of credit must be:

- Earned and recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the CHEA or the US Department of Education at the time the course was completed, or from an appropriately accredited non-US institution.
- Considered to satisfy requirements within one of the following academic components which comprise NHU’s plan of study: Teacher Education Program or Master of Arts in Education Program.

- Courses should 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. These courses may be considered for transfer of credit and the credit values must be entered on the program of study for the NHU credit equivalent.
  - Technology courses not older than three years
  - Reading courses not older than five years
  - Teacher Education courses not older than seven years

A maximum of 70 semester units earned in a community college or a two-year college and 90 semester units earned from a university or a four-year college are accepted as transferable units. Courses taken in a community or a two-year college will count only as lower division transferable courses. Only those courses that are equivalent or are in the desired program offered at NHU will be counted toward the degree. The university requires that 30 units of a baccalaureate degree are completed in residence at NHU. Open University credits are not applicable toward the residency requirement.

All international students must have their transcripts evaluated by a recognized and certified agency. Inquiries about approved agencies may be obtained from Enrollment.

NHU accepts credits from other institutions under the guidelines published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). 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.

**Evaluation of Transfer Credit**

The Office of Admissions evaluates previous college courses taken at other institutions of higher education. Students seeking a degree/credential will be issued a Preliminary Plan of Study Form to determine the remaining requirements for their specific degree objective. This form is completed after students are admitted. Transfer students should review their previous college work in terms of the degree and credential requirements stated in the catalog to make a tentative selection of courses. Students should consult a faculty advisor in their major department.

While the Preliminary Plan of Study Form is used to reflect coursework that transfers to NHU, students should use the degree audit as the official tool to track their academic progress.

**Importing Credits for Non-Traditional Education**

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)).

**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 three or better on AP exams taken before college will be granted 3 to 6 semester units of lower division Bachelor credit. The number of units granted, course equivalence, and satisfaction of requirements vary depending on the test.
**College Level Examination Program**

NHU grants credit to those students who pass the CLEP with a score of 500 or above. 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 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 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 are limited to two per semester.

- SPAN205
- CS120

To challenge a course, students must:

- Obtain the approval of the Chair of the Department
- Register for the course by completing a *Registration Worksheet or Add/Drop form* (whichever is applicable)
- Designate on appropriate form that the course is a Challenge Exam and pay the corresponding course fee
- Pass the test with 70% or higher on the examination
- Record the equivalent of “C” or higher as “P” (Pass), with units earned

**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:

- Apply for readmission by completing an online NHU admissions application
- Pay the application standard fee
- Submit a Goal Statement
- Submit official transcripts of any college work attempted in the interim

After five years, students must:

- Re-submit all the required admission documents
- Pay the application fees required for new students
- Obtain clearance from the Office of Admissions and NHU Business Office prior to registering for courses.

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 on Academic Probation**

Students who were on academic probation at the end of the last period of enrollment may be readmitted but placed on conditional low GPA for a term of one semester, if eligible. They must also consult with an academic department advisor prior to registering for courses. If approved for registration by their advisor, the student will only be allowed to register for 6 units.* In addition, students must follow the Academic Probation Policies as stated in the Grading and Academic Standards section of this Catalog.

*The student may be considered for additional units at the discretion of the advisor.*

**Open University**

The purpose of Open University is to allow students a quick and easy method of entering and completing courses to earn college credits. These credits may be applied toward Bachelor degree requirements. The following rules apply:

- Open University permits a student to enroll in regular curriculum courses on a space-available basis.
- Students are allowed to take a maximum of 12 undergraduate units or 9 post-baccalaureate units. Students seeking a certificate/degree must formally apply to NHU.
- Matriculated students in good standing may not enroll as Open University students; a matriculated student is one who has been admitted to NHU as a regular student for the desired term/program.

To register, the student must get approval from an advisor and complete an Open University application and registration form, and then submit both signed forms to the Business Office. Students wishing to drop the course must complete an Add/Drop form and submit it to the Business Office before the fourth class meeting. Open University students must adhere to NHU add/drop and refund policies when dropping classes.

**Audit Course**

Enrollment as an auditor is subject to the permission of the instructor. Auditors are subject to the same fee structure as credit students, and regular class attendance is expected. Students may choose this option by submitting a completed Registration form and designate “Audit” on form to the Business Office. Students who register for audit courses are not eligible for financial aid and do not receive credit for the class.

**Articulation Agreements**

NHU has established Articulation Agreements with other accredited academic institutions. The purpose is to guarantee that certain courses can be transferred between the two institutions and to allow
students from both schools to have exposure to other school environments. Students should consult their Academic Advisor to obtain the most up-to-date articulated courses.

**Students Transferring from NHU**

Students planning to transfer to San Jose State University (SJSU) may complete their lower division (freshman and sophomore) general education requirements, general electives, and some pre-major preparatory courses while at NHU. NHU has articulated its general education courses and many lower division courses with SJSU, but because some majors require very specific pre-major requirements that NHU many not offer, it is recommended that students see an Academic Advisor prior to enrolling to ensure that an academic plan is developed that is suitable to reach the student’s academic goals. It is also highly advised that students interested in transferring to SJSU consult the SJSU catalog and website for admission updates and specific issues regarding the programs in which they are interested.

To be eligible to transfer to SJSU as an upper division student, the student must:

- Have a college GPA of 2.0 (2.4 GPA for non-residents) in all transferable college coursework
- Have completed 60 transferable semester units (90 quarter units), including 30 semester units of approved general education courses, including English composition, speech, critical thinking, and a college-level math course
- Be in good standing at the last college attended

Students with fewer than 60 transferable semester units must:

- Must meet freshmen admission standard or make up any course deficiencies from high school preparation with college-level coursework
- Have a 2.0 GPA in all transferable college coursework
- Be in good standing at the last college attended

NHU has articulation agreements with these institutions:

- San Jose State University
- Cabrillo College
- De Anza College
- Evergreen Valley College
- Foothill College
- Mission College
- San Jose City College
Tuition and Fees

The following is a schedule of tuition and fees for the academic year 2011-2012. Amounts are subject to change without further notice.

Tuition and Mandatory Fees

- Undergraduate Tuition ................................................................. $317.00/unit
- Credential Tuition ........................................................................... $345.00/unit
- Master’s Tuition ................................................................................ $345.00/unit
- Open University Tuition (Undergraduate Level Courses) ................ $327.00/unit
- Open University Tuition (Graduate Level Courses) ......................... $357.00/unit
- Application Fee (non-refundable) .................................................. $ 50.00
- Registration Fee (per semester) ....................................................... $100.00
- Library Fee (per semester) .............................................................. $ 50.00

Other Fees

If and when applicable, students may be charged:

- Student ID Replacement Fee ......................................................... $10.00
- Laboratory Fee .......................................................... $25.00/course (applies to courses with laboratory component, non refundable)
- Graduation Fee .............................................................................. $50.00
- Graduation Fee (T&I Certificate) .................................................. $25.00
- Transcript Analysis Fee ................................................................. $50.00
- 1 Day Rush Transcript Fee (Next Working Day) .............................. $10.00/each
- Rush Transcript Fee (2-6 Day Service) ........................................ $8.00/each
- Regular Transcript Fee (7 Day +) ................................................... $4.00/each
- Additional Regular Transcript Ordered at the Same Time ............... $2.00/ each
- Returned Check Fee 1st time ....................................................... $25.00
- Returned Check Fee 2nd time ....................................................... $35.00
- Installment Payment Plan Fee ......................................................... $25.00
- Bachelor’s Diploma Fee (Each Duplicate) .................................. $50.00
- Certificate Fee (Each Duplicate) ................................................... $25.00

Methods of Payment

The National Hispanic University 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.

Online payment options are available through Sallie Mae. Payment portal can be accessed by students through MyNHU.

**Unpaid Balances**

All balances are due on the first day of the term except for Open University, which is 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.

**International Student Expenses**

International students are responsible for all their expenses while studying at NHU, including tuition, registration fees, room and board, and other educational expenses. International students pay the same tuition rate as regular students but are required to:
- Register for at least 12 units for the fall and spring semesters (9 units for Graduate and Credential students)
- Show proof of health insurance upon registration

**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>0-8 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

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 academic merit and 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 their education for the current academic year.

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

Applying for Financial Aid

To apply for financial aid, the student must:

- Obtain a US Department of Education (DOE) personal identification number (PIN) at www.pin.ed.gov, which serves as the student’s electronic signature when completing your online Free Application for Federal Student Aid (FAFSA). Federal Student Aid (FSA) will send an e-mail with the student’s PIN information and steps for using the PIN.
- More information and the application are available at http://www.fafsa.gov. NHU’s school code is 016968.
- Students who need to apply using a paper application, should contact FSA at 1-800-433-3243.

A new application with supporting documents must be filed every academic year a student wishes to receive financial aid and/or scholarship. Additional requirements are needed for students applying for loans.

The following criteria apply to all federal aid programs:

- Be a US citizen or eligible non-citizen
- Be registered for the selective service, if required to do so
- Have a high school diploma or GED, or have successfully completed an Ability to Benefit Test
- Be enrolled as a degree-seeking student or enrolled in an eligible certificate program
- Not owe a refund on any federal grant, be in default on a federal student loan, or have borrowed in excess of the loan limits under the Title IV programs at any institution
- Maintain good academic standing in your program and make satisfactory progress toward the degree

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. It is recommended 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 the student’s financial aid until all official transcripts are received by the Office of Admissions.

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 US Department of Education regulations, NHU is required to verify the accuracy of financial aid application information on selected students. Students may be selected randomly or on the basis of predetermined criteria. This selection process occurs at the Department of Education. NHU may also select applications for verification.

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 period. 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 US 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 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. Students must be enrolled at least half-time to remain eligible for federal student aid.

**Graduate Students**

Financial aid is offered for most programs based on the assumption that students will be enrolled in at least 6 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. Students must be enrolled at least half-time to remain eligible for federal student aid.

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

Federal financial aid is awarded based on an estimate of the student’s enrollment. 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:

- Student does not begin attendance in any courses
- Pell 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 not reported at the time of awarding or disbursement
- Student becomes federally ineligible based on the receipt of updated information from the US Department of Education
- Student does not meet course participation requirements
- Students who enroll in only one course will require an adjustment of federal aid

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 will 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 Bursar’s Office 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 the start of the student’s enrollment, and credit 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 recipient will have a credit balance, the student may request a book advance online prior to the first day of class: 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 returning funds to federal programs
if disbursement has already occurred. Loans will be reduced before any reduction is made to scholarship or grant awards.

**Overlapping Financial Aid**

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, whereby the US Department of Education may take up to 90 days into the start of the first semester to notify NHU that a student has federal aid awarded at another institution that overlaps into 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 at Another Institution or Study Abroad**

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.

To access federal Title IV aid, a consortium agreement is required between schools whereby the home school disburses federal aid for courses taken at a host school. 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 Admissions Office, 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 here, NHU will disburse federal aid to the NHU student account, and the Bursar’s Office will issue the refund to the student. The student is responsible for meeting payment deadlines set by the host school. Typically, 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.

**Financial Aid Programs**

**Federal Pell Grant**

Federal Pell Grants are generally awarded to undergraduate students who have not yet earned a Bachelor or professional degree. The US Department of Education determines eligibility using a standard needs-based formula established by Congress. The Pell Grant ranges from $200- $5,550 for the 2011-12 award year (July 1, 2011 to June 30, 2012). How much 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 post-secondary education. To qualify, students must submit a completed FAFSA and demonstrate exceptional financial need. Award amounts are to be determined by the Financial Aid Office 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 Program

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 Loan Program

Federal Direct Loans are low interest loans for students enrolled in a degree or certificate program to help pay for the costs of post-secondary education. To participate, the student must submit a completed FAFSA and sign a promissory note with the US Department of Education. The school disburses funds to the student’s account. Both subsidized and unsubsidized loans are available. Loan amounts are determined by need and student’s year in school. Repayment may be deferred until six months after the student either graduates or drops below half-time (6 units per semester) enrollment.

- **Federal Direct Subsidized Loans** are needs-based. The federal government pays the interest on the subsidized portion of the loan while the student is enrolled at least half-time in school. For subsidized loans first disbursed on or after July 1, 2011, the interest rates are 3.4% for undergraduates and 6.8% for graduate students.

- **Federal Direct Unsubsidized 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. For unsubsidized loans, the interest rates are 6.8% for both undergraduate and graduate students.

Both the subsidized and unsubsidized loans have default fees deducted from each disbursement. For loans first disbursed after July 1, 2011, a 1% federal default fee will be deducted from a student’s loan disbursement.

Students will have a 6-month repayment grace period after graduating, leaving school, or dropping below half-time status, after which payments must be made. During the grace period, interest will not be charged on subsidized loans but will on unsubsidized loans. 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.

**Entrance Counseling**

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

**Exit Counseling**

To help manage student loans after graduation, federal regulations also require that the student complete exit loan counseling, which is available online at www.nslds.ed.gov. Counseling should be completed:

- Before graduation
- Before transferring to another institution
- Before withdrawal and leaves of absence
- If enrolled less than 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</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>
<tr>
<td>Total Debt from all federal loans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Students in some certificate programs are not eligible or in undergraduate certificate programs may be eligible for reduced amounts due to required pro-rating.

**Graduate Students: Direct Loan Maximums**

<table>
<thead>
<tr>
<th>Per Academic Year</th>
<th>$20,500—Only $8,500 of this amount may be in subsidized loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifetime Maximum</td>
<td>$138,500—Only $65,500 of this amount may be subsidized loans</td>
</tr>
<tr>
<td>Total Debt from Direct Loans</td>
<td><em>Note: The graduate debt limit includes FFELP Loans and Direct Loans received for undergraduate study.</em></td>
</tr>
</tbody>
</table>

**Annual Loan Limits vs. Lifetime Aggregate Loan Limits**

**Annual Loan Limits:** The federal government limits the annual amount of Federal Direct Loans that a student can borrow. 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. NHU’s Office of Financial Aid may ask the student 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.

**Exceeding Annual or Aggregate Loan Limits**

A student may have 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).

**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, 650 S. Exeter Street, Baltimore, MD 21202; fax: 1-410-843-6416. 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 registrar’s office for enrollment verification is forwarded to the NSC on a weekly basis.*

**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) Loans 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 7.90%. 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.

Department of Education Student Loan Ombudsman

NHU 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
- Toll-free telephone: 1-877-557-2575
- Fax: 1-202-275-0549
- Mail: US Department of Education
  FSA Ombudsman
  830 First Street, NE, Fourth Floor
  Washington, DC 20202-5144

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>Credit Check Required?</th>
<th>Federal Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLUS/GradPLUS: No</td>
<td>Direct Loan: Yes</td>
<td>No</td>
</tr>
<tr>
<td>Co-Signer Required?</td>
<td>Direct Loan: Yes</td>
<td>No</td>
</tr>
<tr>
<td>PLUS/GradPLUS: Usually no</td>
<td>Usually yes</td>
<td>Yes</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>PLUS/GradPLUS: up to 4%</td>
<td>Direct Loan:</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Flexible Repayment options</td>
<td>Federal Loans</td>
<td>Private Loans</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Loan Forgiveness Options</td>
<td>Many 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 Financial Aid Office to certify a student’s eligibility before approving the loan. Students who receive financial aid must notify NHU Financial Aid Office of any private loans because it may affect financial aid eligibility.

**Truth in Lending Act**

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

- **Self-Certification Form:** Student must complete this form and return it to the private lender before receiving 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.

**State Grant Aid**

Some states have grant programs that they permit their state residents to use to attend NHU. Students from states other than California can check here for information: [http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE)

California residents who are US Citizens or eligible non-citizens may be eligible for the Cal Grant Program. This state-funded educational opportunity grant program assists students in paying for the costs of post-secondary education. To be eligible, students must submit a completed FAFSA and a Grade
**Point Average Verification** form by March 2 of the year before the award year. Students must not be in default of a student loan and must meet satisfactory academic progress as defined by NHU.

**Cal Grant A (Entitlement and Competitive Awards)**

Cal Grant A Entitlement Awards help California residents attending qualifying institutions pay for tuition and fees. Entitlement awards are guaranteed for students with at least a 3.0 GPA who meet need qualifications. Those who do not qualify will be considered for competitive awards, which are issued to students from middle-low income families. Cal Grant A is a gift and does not have to be repaid.

**Cal Grant B (Entitlement and Competitive Awards)**

Cal Grant B Entitlement Awards help California residents attending qualifying institutions pay for the costs of post-secondary education. Entitlement awards are guaranteed for students with at least a 2.0 GPA who meet need qualifications. Those who do not qualify for entitlement awards will be considered for competitive awards, which are awarded to students from low-income, disadvantaged backgrounds, and are used for access costs (room and board, transportation, etc.). Cal Grant B is a gift and does not have to be repaid.

**Assumption Program of Loans for Education**

Assumption Program of Loans for Education (APLE) assume up to $11,000 in loan debt for California students pursuing a K-12 teaching career, in exchange for four years of teaching service. APLE is also available for undergraduate students who intend on pursuing an initial teaching credential.

**Veteran’s Benefits**

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

**Satisfactory Academic Progress**

**The Implications for Financial Aid**

Each semester, Satisfactory Academic Progress (SAP) for all registered students is defined, calculated, and reported by the Office of Admissions and Registrar, who then forwards reports to the Office of Financial Aid. The Office of Admissions and Registrar also circulates a list of students on different levels of academic probation to certain campus departments.

NHU’s satisfactory academic progress requirements to receive Title IV student financial aid comply with US 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. The federal rules have changed effective July 1, 2011. What follows is the new federal policy as it relates to maintaining federal aid eligibility.

SAP for all students is reviewed after each period of enrollment. Students receive written notification to their NHU email 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. Failure to receive notification will not nullify a student’s financial aid status with NHU.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Minimum Financial Aid Unit Completion Rate</th>
<th>Minimum Cumulative Financial Aid GPA</th>
<th>Maximum Time Frame to Receive Federal Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree and Certificate in Translation and Interpretation</td>
<td>70%</td>
<td>2.0</td>
<td>192 financial aid attempted units</td>
</tr>
<tr>
<td>Master’s degree 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 Unit 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** 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 Unit 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:** The grade point average for all coursework pertaining to the current program of study.

- **Minimum GPA, Period of Enrollment:** The grade point average 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 meeting 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**

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 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 withdrawing from all courses in the semester prior to the completion of 60% of the semester may find that funds are owed to the university as a result of the R2T4, discussed in more detail below.

Students who stop engaging in academically related activities during the semester, without officially withdrawing from the courses, are subject to the R2T4 calculation. In such cases, the last date of academically related activity, as determined by the university, is used as the withdrawal date for the semester.
Prior to withdrawing from all courses in the semester, students should contact the Office of Financial Aid to determine the amount of federal aid that must be returned. Federal student aid may not cover all unpaid charges due to NHU when the student withdraws.

**Confirmation of Return Enrollment after Withdrawal from Part of a Term**

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 student’s previous registration if they withdraw from the first course. An R2T4 calculation will be processed using the earlier withdrawal date when a student indicates that he/she will return and does not.

**Federal Return of Title IV Funds**

Federal regulations require the Office of Financial Aid to apply an R2T4 formula established by the US Department of Education to determine the amount of federal financial aid a student has earned as of the student’s withdrawal date. The amount of the federal financial aid returned to federal aid programs is determined by the amount of time a student spends in academically related activity. Students have earned 100% of their federal financial aid after 60% the semester has passed.

**Examples of R2T4 Calculations**

**Example 1**

Sam Silent is an undergraduate degree student in Liberal Studies. 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 ................................................................................................................ $3,396
- Fees .................................................................................................................... $150
- **Total** .......................................................................................................... $3,546

Sam’s financial aid package consists of:

- Direct Subsidized Loan ................................................................................. $2,750
- Direct Unsubsidized Loan ............................................................................. $1,000
- **Total** .......................................................................................................... $3,750

**Amount refunded to Sam: $204**

As Sam has completed only 42 days of his semester, he earned 50% of the $3,750. According to the federally mandated calculation, 50% of the unearned portion of his aid ($1,875) must be returned. NHU is required to return the following:

- Direct Subsidized Loan ................................................................................. $875
- Direct Unsubsidized Loan ............................................................................. $1,000

**Total Sam owes to National Hispanic University ...................................... $1,671**
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.

**Example 2**

Dan Smith is a graduate student in the Master’s in Education program. His semester begins Jan 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 ........................................................................................................... $3,396
- Fees .................................................................................................................. 150

**Total** ........................................................................................................... $3,546

His financial aid package consists of:

- Direct Subsidized Loan .................................................................................. $2,750
- Direct Unsubsidized Loan ............................................................................ $1,000

**Total** ........................................................................................................... $3,750

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, Financial Aid Student Handbook, and the other regulations available in the Office of Financial Aid.

**Confidentiality and Access to Financial Aid File**

All records and conversations between an aid applicant, his or her family, and the staff of the Office of Financial Aid and Scholarship 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 and Scholarship 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).
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 on-going 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, 9 units for credential students, and 6 units for graduate students.

Part-Time Student

A part-time student defined as working toward an academic program and enrolled in 11 units or fewer per semester for undergraduate students, 8 units or fewer for credential students, and 5 units or fewer per semester for graduate students.

Official Registration

Students must enroll at NHU to take specific course offerings. Students are enrolled in courses by consulting with their Academic Advisor, program advisor, or by self-registering. Course offerings each term are scheduled under the direction of the Provost. A list of the course offerings is available to students well before the beginning of each semester from the Academic Advisor and NHU’s website http://www.nhu.edu/. Students should seek academic advisement from their academic advisor or program advisor before registering in any course.
Students are not considered officially registered until the following requirements have been met:

- The student has been officially admitted.
- The student has taken the appropriate placement tests, if applicable.

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.

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 module. 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 assessment, advising activities, and orientation.

**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 description, course codes, times and dates of class meetings, and classroom numbers where the class meets.

**Unit Hour Limitation**

The average unit course load per semester for a full-time student is 12-15 units. Any unit over 18 is considered an excess unit load. Students carrying more than 18 units in a semester must have authorization of their Academic Advisor.

A petition to take excess units will be considered only when presented by a student whose scholastic ability has been demonstrated to the satisfaction of the Provost. The usual requirement is a 3.0 GPA in the semester immediately preceding the submission of the petition.

**Course Cancellation and Changes**

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

**Registration for Individual Directed Studies**

Individual Directed Study courses are offered under special conditions or educational needs that cannot be met by available class offerings. No student will be allowed to enroll in an Individual Directed Studies course if the course is offered in a timely fashion, allowing the student to graduate on time. An Individual Directed Study is permissible only with qualified faculty. Students should not be allowed to begin work on Individual Directed Study until tuition for the Individual Directed Study is paid.

Individual Directed Study is limited to students who:

- Have at least a cumulative 3.0 GPA
- Are not on Academic Probation
- Have upper-division status
- Have not exhausted the maximum number of 12 units of Individual Directed Study at NHU
If a student does not meet one or more of the above requirements, the student must complete an Individual Directed Study Appeal form and submit to the Department Chair or Program Director for approval.

One unit of Individual Directed Study represents 45 hours of satisfactory work, which is equivalent to the number of instruction and homework hours required. Individual Directed Study forms must be completed before any assigned work begins and must be approved by the Department Chair or Program Director on a case-by-case basis.

Repeating Courses

Students may repeat courses in which they have received a “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 the grade point average. Thus, the course with the lower grade will carry the course note of “E” (Exclude). Preparatory classes may be repeated whether or not a student earns a grade of “CR” or “NC.” The maximum number of attempts for repeating courses will be one time. However, a student may file a petition for a second attempt with the Department Chair.

Auditing Courses

A student enrolls for instruction only and does not receive credit for the class. Regular class attendance is customary and 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. In addition, students auditing a class will not receive a grade or credit units.

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 at other colleges and universities in programs are 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 the Office of the Registrar.

Cross-Enrollment with San Jose State University

The purpose of the SJSU cross-enrollment agreement is to allow students to enrich their educational experiences by attending classes at their campus without incurring costs over and above their normal registration fees.

NHU students can enroll concurrently in a maximum of two courses per semester at SJSU as long as they register for a minimum of 6 units at NHU. Enrollment is subject to space availability, satisfaction of course prerequisites, and/or approval by the instructor.

Students are qualified to cross-enroll if when the following conditions are met:

- Completed at least one term at the NHU campus as a matriculated student
- Has a grade point average of at least 2.0 (“C”) in all work completed at NHU
- Is enrolled for minimum of 6 units at NHU
• Has paid appropriate tuition and fees at NHU
• Has completed appropriate academic preparation as determined by the host campus

For additional information, contact the Office of the Registrar.

Official Transcripts

Students who desire a transcript of their academic record must submit, in accordance with privacy laws, a written request or form to the Office of the Registrar. Such a request must be accompanied by a payment of transcript fees and should be made at least two weeks in advance of the date required. Students are advised that transcripts will not be issued during the days of registration or period of grade posting of any term unless an exceptional and grave cause can be shown.

Registration Guidelines for Hybrid Program Formats

NHU offers students the flexibility of providing ground and online courses in hybrid program formats. Students enrolled in the Bachelor of Arts in Child Development hybrid program format have additional standards that must be met prior to taking an online course. The student must:

• Have completed one term on ground/campus with NHU with an overall GPA of 2.0
• Complete EDU 100 or an equivalent course with a “C-” or better or be able to provide proof of successfully completing an online course with a “C” or better
• Have successfully completed the online Student Readiness Orientation (SRO) course
• Have attended NHU’s How to be a Successful Online Co- Learner face-to-face technology session

Students enrolled in the Bachelor of Arts in Liberal Studies hybrid program format or the Bachelor of Arts in Business Administration hybrid program format have additional standards that must be met prior to taking an online course. Students must:

• Have completed one term on ground with NHU with an overall GPA of 2.0
• Have completed CS 120 or an equivalent course with a “C-” or better or be able to provide proof of successfully completing an online course with a “C” or better
• Have successfully completed the online SRO course
• Have attended the How to be a Successful Online Co- Learner face-to-face technology session

Any other NHU student wishing to take an online course must:

• Have an overall GPA of 2.0.
• Have successfully completed the online SRO course
• Have attended the How to be a Successful Online Co- Learner face-to-face technology session

Student registration is governed by NHU and is 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 deliberate the decision to the student and Academic Advising.
Enrollment

Enrollment Verification

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.

Census Date

NHU’s course 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 Courses

It is the students’ responsibility to observe the prescribed deadlines for the specific steps required to add/drop a course. Students who simply absent themselves from a class or tell the instructor that they are dropping the course may have an unauthorized withdrawal (‘UW”) posted to their record for that course. Students who drop all courses are obligated to follow the rules 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 to their schedule up until the eighth calendar day from the term start date without a Withdrawal (“W”). Last day to drop with a “W”:

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

Change of Major

Although students are encouraged to declare a major early on in their academic careers, they may be admitted to NHU under the “undeclared” major category. Students must declare a major by the end of their sophomore year. Students who wish to change their declared major must see their Academic Advisor. A Change of Major form must be submitted to the Office of the Registrar to change or declare a major.

Withdrawing from the University

Students planning to withdraw NHU are requested to make an appointment with the Department Chair prior to initiating withdrawal procedures. A student who wishes to withdraw must secure a Withdrawal Form from the Office of the Registrar and obtain the required signatures specified. The withdrawal becomes official only when the completed form is returned to the Office of the Registrar.

Authorized Withdrawal

The Office of the Registrar and the Business Office require instructors to keep accurate attendance records for each student. On receipt of the signed Withdrawal Form from the student, the Office of the Registrar will determine the last day of class attendance and that date will be recorded on the Withdrawal Form.
Unofficial Withdrawal

Student who simply absent themselves from class or tell the instructor that they are withdrawing from the University without filing the required form may have a “UW” posted to their records.

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/attendance is a 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 grade is factored and the percentage of the grade is to be spelled out on the syllabus and discussed with the students.

When incorporating attendance as part of the final grade, it is the responsibility of the instructor to keep accurate records of student attendance, 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 procedures are required to maintain the attendance records for one calendar year in the event of a grade appeal.
Grading and Academic Standards

Grading System

Grade Point Average

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, Withdrawal, Incomplete, Satisfactory Progress, or Unsatisfactory Progress). For example, a “C” in a 3-unit course earns 3 x 2 = 6 grade points, an “A” in a 2-unit course earns 2 x 4 = 8 grade points, and a “C-” in a 3-unit course earns 1.75 x 3 = 5.25 grade points. Students who receive an “F” must retake the course if the course is a requirement for graduation. Transfer credit accepted by NHU, as part of a degree program, will not be considered in computing the GPA requirement.

NHU issues official grades 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 grade point average.</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade Points</td>
<td>Definition</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>------------</td>
<td>-------</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 grade point average.</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 one semester or the grade becomes an “F”.</td>
</tr>
</tbody>
</table>

**Units of Credit**

An academic semester unit of credit is a quantification of student academic learning. One semester unit represents how much time a typical student is expected to devote to learning in one week of full-time undergraduate study. An alternate norm is one unit for three hours of study work per week (e.g., one hour of lecture and two of study or three of laboratory for 15 weeks a semester). One semester unit of credit represents 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.

The number of units that constitute a major may vary among the programs.

**Unit Hour Limitation**

The average unit course load per semester for a fulltime student is 12-15 units in the Undergraduate Program. Any unit load over 18 is considered an excess 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.

**Transcripts**

Students who desire an official transcript of their academic record must submit, in accordance with privacy laws, a written request to the Office of the Registrar. Such a request must be accompanied by a payment of transcript fees and will be processed accordingly. Students are advised that transcripts will not be issued during the days of registration or period of grade posting of any term unless exceptional and grave cause can be shown. An official transcript will not be released to any student who has failed to meet all financial obligations to the University. Any transcript request with incomplete addresses, insufficient information for processing, or unaccompanied by the transcript fee will be returned to the student.

**Grade of Incomplete**

An Incomplete grade (“I”) may be negotiated with an instructor when students have legitimate reasons beyond their control and are unable to fulfill all course requirements. Simply the inability to complete all course requirements is not grounds for an “I.” Students have one semester to clear an “I”; for example, the work to remove an “I” incurred in the summer semester must be submitted to the instructor by the fall semester. The instructor must submit a Request for Record Correction/Grade Change form to the Registrar by the specified deadline. If an “I” grade is not cleared within one semester, it becomes an “F” as a permanent grade.
Change of Grade

Once grades are submitted to 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 and the Provost have approved the Change of Grade Form and it is filed with the Registrar. Complaints by students on matters of grading policy should be directed to the professor first.

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 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 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

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. Undergraduate 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. However, if after counseling and academic support services, a student will be academically disqualified if he or she still fails to raise the cumulative GPA to a minimum of 2.0 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. To be considered for readmission, the student must reapply to NHU after a minimum of one year, in which time the student must demonstrate success in college level courses. Students can do this by enrolling at a community college or university and successfully completing courses acceptable for credit (“B” or above). Students are required to complete a minimum of 15 semester units. In addition, the student must meet the admission and degree requirements in effect at the time of readmission, not those from the original admission.

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 grade point average falls below 1.25 at the quarter point of the maximum program 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 pass 12 units with a GPA of 3.5 or higher and are in good academic standing are placed on the President’s List. To be in good academic standing a student must have an overall grade point average of 2.0 or higher for undergraduate students and 3.0 or higher for credential students and not be on probation.

**Graduating with Honors**

Students who have maintained a GPA not less than 3.5 will be graduated Cum Laude. Those who have maintained a GPA not less than 3.7 will be graduated Magna Cum Laude. Those who have maintained a GPA not less than 3.8 will be graduated Summa Cum Laude. 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.

**Monitoring the Time Limit**

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. 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. For other programs, it is 1.5 times the standard program length for normally progressing students.

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 Financial Aid Office 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, 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 # 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 &amp; Interpretation Certificate</td>
<td></td>
<td></td>
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<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>MA Program</td>
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<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>

**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

**Extenuating Circumstances**

A student may present evidence to the Appeal Committee of mitigating or extenuating circumstances that disrupted previously satisfactory academic performance and explain that the negative circumstances have now been corrected.

**Leave of Absence**

Students may apply for a leave of absence except those attending the first semester and those students in disqualified status. A student may request a leave of absence at the Office of the Registrar for a maximum of one year. If the specified period is exceeded, the student must reapply following the Readmission requirements as stated in the *University Catalog*. A student may request a leave of absence for situations such as illness, pregnancy, or emergency and must have the intention to return to formal study. The student must submit a *Leave of Absence Form* to the Office of the Registrar. An authorized leave of absence will not affect the satisfactory academic progress of the student.
Graduation

Requirements

It is the students’ responsibility to comply with all regulations and to satisfy all degree requirements. Students are strongly encouraged to consult with the Department Chair of their major or faculty advisor for proper advisement. The Department Chair has the authority to approve substitutions for discontinued courses. A break in continuous attendance will make students subject to the 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 students who enter NHU are required to pass the Junior Writing Proficiency Examination to graduate with a Bachelor of Arts or Bachelor of Science degree. Students should take the test during the first semester of their Junior year. Students may take the test twice. Those students who do not pass the test the first time will be referred by their Academic Advisor or Department Chair to sign up for tutorials provided in the Center for College Success (CCS), after which they can repeat the exam. If they fail the second attempt, they will be required to take ENG 399. A grade of “C” or better in ENG 399 satisfies NHU’s upper division written English proficiency requirement.

Commencement/Graduation

Students must submit a Petition to Graduate to their respective Chair/Coordinator for permission to participate in commencement ceremonies. The petition must be filed by the student at the beginning of the last term of study. This allows NHU time to assess the student’s progress toward the degree by ensuring that the remaining degree requirements can be taken so the student can graduate on time.

The petition forms are available from the Office of the Registrar. Students permitted to participate in the commencement ceremonies will receive their degree 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 their advisor once all program requirements have been met. The diploma will list the degree, major, and concentration/specialization, if applicable. The official transcript will also 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 waiver or substitution approved by a student’s Department Chair/Coordinator 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.
Rules and Regulations

Student Rights
All students are urged to carefully read this discussion of The NHU student’s rights, freedoms, and responsibilities. Failure to be familiar 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 the 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 employs 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, 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 the 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**

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 USC 1232g) and regulations adopted hereunder (34 CFR 99) grant students significant rights to access their educational records. This act also protects the privacy of student records and requires the university to inform students of all their rights and safeguards. The following summarizes the various sections of the act. Students may gain access to any written records directly concerning them by asking the official holding the records. A list of record holders and the contents of student files can be obtained from the Office of the Registrar. Where a record contains information on more than one student, the student requesting inspection must be informed only about the information pertaining to him or her. The student does not have the right to inspect such records personally because this would violate the privacy of another student. The student has no right of access to some records. These are:

- Financial records of parents
- Confidential letters and recommendations written prior to January 1, 1975
- Confidential letters and recommendations, for which a waiver of right to access has been signed, provided the student is given the names of those writing letters

Students have the right to the interpretation and explanation of all records. Furthermore, the subject matter of the files can be challenged directly with the official holding them. If students are not satisfied with the explanation or reach an impasse with the record holder, they have the right to appeal the case to the record holder’s supervisor.

Students have the right to copies of their records. They may be charged for this service, but the amount cannot exceed the actual cost of producing them. The act entitles students to the privacy of their records. Only material classified as “directory” information can be released without student consent. This information includes directory name, school of enrollment, credit hour load (full-time, part-time), periods of enrollment, degree awarded, honors, major and minor fields, President’s Honors list, and
date and place of birth. (If they give reasonable notice, students can have any or all of the information withheld.) The act does, however, allow persons serving in official capacities to have access to student records. These include:

- NHU officials performing their official duties
- Officials of other universities in which the student seeks enrollment, provided the student is given notice and the opportunity to review the records sought
- Government officials acting in their legitimate functions
- Those persons needing them in connection with a student’s application for or receipt of financial aid
- Organizations conducting surveys, provided that the information will not reveal the student’s name and will be destroyed when it is no longer needed
- Accредiting organizations
- Those persons named in a judicial order

Students may agree to have others review their files. To protect students, a record will be kept of those granted access, other than NHU officials. Such records will be maintained for each file reviewed.

_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 non-discrimination policy should be directed to NHU Executive Director of Student Outreach and Support Services. 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, 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 American with Disabilities Act (ADA), and the regulations adopted there under prohibit 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, or 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 there under, 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 NHU Executive Director of Student Outreach and Support Services or to the Regional Director of the Office for Civil Rights, US Department of Education, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, California 94102- 4102, (415) 556-4275.

Student 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/Coordinator first. Students who feel that these channels do not offer satisfactory solutions can appeal to the Appeals Committee. All appeals must 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.
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. Forms are available at the Office of the Provost on the Second Floor, Sobrato Hall, (408) 273-2693 as well as with the Office of Human Resources, Third Floor, Sobrato Hall, (408) 273-2711.

The following procedures reflect NHU’s commitment to resolve 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 employee, whether faculty, administrative, clerical, service, and custodial staff, or student should first pursue a grievance through each appropriate administrative or organizational level 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, being grieved. The aggrieved should keep a written record of the date on which he/she initiated discussion of the grievance with the individual causing the grievance, and 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 employee or 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 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/Vice President 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 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.

- **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 since it expresses the finding of an experienced neutral.

  - 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 in 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, 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 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 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 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 and 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 provide a work environment that is free of discrimination and harassment. This policy applies to employees, students, vendor, and visitors. Such behavior is illegal as well as inappropriate. Actions, words, jokes, or comments of a sexual nature will not be tolerated.

- 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, 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 file a complaint in writing with their supervisor, the Human Resources Office, 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. Supervisors will refer the complaints to the Human Resources Office. 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.

Any supervisor who becomes aware of possible sexual or other harassment should promptly advise Human Resources, who will ensure that an investigation is conducted in a timely and confidential manner.

Anyone engaging in sexual or other harassment will be subject to disciplinary action, up to and including termination of employment or dismissal from NHU.

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

### Drug Free Campus

NHU is a drug-free campus and does not allow the unlawful possession, use, or distribution of illegal drugs and 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.
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
- Theft of, or damage to, private or University 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 on 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
The physical abuse of a person on NHU-owned or controlled property or at an NHU-sponsored or supervised function or other conduct that threatens or endangers the health or safety of any person has occurred.
Learning Resources, Student Services, and Precollege Programs

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 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 student issues, and help ensure that students are successfully completing their programs. They provide developmental 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>
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<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 e-mail account daily and respond in a timely manner</td>
<td>Strive to respond to e-mails and voicemails within one business day</td>
</tr>
<tr>
<td>Seek assistance for study habits through tutoring services available in the CCS</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>
</tr>
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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 in a manner that is convenient for their busy work schedules and personal commitments. Students in these courses do not meet at regular times on campus; instead, they receive and submit their course work and interact with their instructor and fellow students over the Internet using Web pages, e-mail, and threaded discussions. 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 student online learning portal. Full access to all of NHU on-campus support services as well as 24/7 technical support are available for students in online courses.

*Off-Campus Location Courses*

NHU offers some classes in specific programs from a university-designated Off-Campus Location, which allow students to pursue some of their coursework from a classroom that may be closer to their work or home. Students will be closely supported by program faculty and Academic Advisors during their studies. Students wishing to learn about NHU’s Off Campus Location options should contact their Program Director.

*Library*

The University Library, located on the first floor of Sobrato Hall, is the intellectual heart of the campus. Its collections and services are designed to support and enrich the educational experience of students and faculty.

The Library’s web-based catalog is accessible via the library’s website at http://library.nhu.edu. Through this site, one may use over 30 online databases and reference sources, locate over 20,000 e-books, find citation help, and search the library catalog for books and videos available for checkout.

The Library also provides space for individual and small group study, computers for research and class work, an extensive reference collection, and current periodicals for browsing. The Library staff is available to help students with their research needs in person or by e-mail. The Library provides a welcoming place for students to study, browse, or relax between classes.

*Computer Use Policy*

Library computers are available 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

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, multi-media computers are available for multimedia instructions and usage. Educational software is accessible from each student workstation.

The CCS is site for the new student orientation. It also provides an environment for student study groups. A detailed explanation of each service and program follows in this section.

Tutoring

The CCS tutorial program is designed to assist students with their academic challenges. The program emphasizes faculty interaction and one-on-one and/or 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. Furthermore, the CCS tutorials are incorporated into the curriculum of developmental English and Math courses (i.e., English 40, English 45, English 100, Math 40, Math 45, and Math 100) to provide students with one-on-one tutoring and feedback tailored to their individual and specific needs. 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

CCS personnel also administer various tests including placement tests for new students and Spanish challenge tests. In addition, a number of software programs including English as a Second Language, Critical Thinking Skills, and other programs are installed in the CCS computers for NHU students to use.

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 resumes and any other written requirements such as statements of purpose, letters of recommendation, and scholarship applications and essays.

First Year Experience Program

The First-Year Experience (FYE) Program is a comprehensive learning community that serves incoming freshman. National studies indicate that the highest college dropout rate occurs between the first and second years. The FYE program decreases this likelihood by providing academic and personal support to promote academic confidence and success, which in turn will lead to persistence to graduate.

FYE is inclusive to all NHU students, but primarily targets first-time students with fewer than 30 units of course credit, by placing them in specific general education cohort day courses. FYE then places tutors in each cohort class to provide students academic support inside and outside the class. FYE also refers students to social and personal counseling services, as life, more often than not, interferes with student studies. First-year students will also benefit from academic advising and social activities. Faculty teaching in cohort classes benefit from professional development workshops regarding best practices in teaching new college students. FYE also works closely with the Office of Financial Aid to help close the gap in financial need.

FYE is rooted in the unique approach of Familia, an academically challenging but nurturing environment that is driven by the personal, intellectual, and cultural needs of the student. All the components of the
program are unified by a high degree of cooperative learning and dedicated assistance to students. Faculty and staff treat students with respect and genuinely assist students as “Familia.” Aside from having linguistically and culturally sensitive leaders who understand the backgrounds of their students, relationships with parents are also formed. Through “Esperanzas” and “Orgullo Cultural,” parents learn the critical role they play in motivating and inspiring their children to succeed in higher education. Through the information and strategies provided to parents, parents learn to use their cultural and linguistic strengths as a basis to assist their children in their university aspirations. The program believes strong support of the first-year students is the key to producing successful undergraduates.

**Student Success Program**

The Student Success Program (SSP), a federally funded Student Support Services (SSS) project, is committed to assist 160 undergraduate students who are low-income, first in their families to graduate from college, and those with disabilities through the transition of graduating from high school and entering college. Federal TRIO Programs help students overcome class, social, and cultural barriers to higher education. The SSS project is funded under Title IV of the Higher Education Act of 1965 and is one of seven TRIO programs. Nationally, students who participate in the SSS program are more than twice as likely to remain in college as those from similar backgrounds who do not.

SSP participants will benefit from the following services: Personal and Academic Advising, Career Exploration, Study Groups, Volunteer Information, Discussion and Leadership Groups, Workshops related to College Success, Financial Literacy Sessions, Graduate School information, and Cultural Enrichment Activities. In addition to assisting students to graduate from college, the SSP motivates students to get involved and use the resources on campus and in the community by modeling leadership and the “Si Se Puede” (translation: “It can be done”) philosophy at NHU.

The SSP also facilitates the Summer Bridge program in collaboration with the CSS, which provides incoming college freshman with an introduction to the college experience. The Summer Bridge Program allows students to integrate into the campus community, build confidence, and get well acquainted with NHU resources. This program prepares students for the college experience and also helps build relationships with other students, staff, and faculty.

**Alumni Organization**

The NHU Alumni Association encourages continued interest and involvement by NHU graduates.

**Student Services**

The Division of Student Outreach and Support Services provides NHU students with services from the initial application for admission through the completion of their educational program and graduation. The Office of the Admissions receives and processes the student’s initial admissions application, and is responsible for receiving all documents required for admission, processing the application, determining candidate eligibility, and notifying students of their admission status. Once 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 their educational program. The Registrar also posts grades and issues grade reports and transcripts.
New Student Orientation

New student orientation is offered throughout the academic year on a variety of days and times, and includes a full introduction to the college experience including:

- Discussion of student and NHU expectations
- Financial aid and scholarships
- Library tour and introduction to internet-based Library search protocols
- Introduction to NHU support services, partnerships, and departments
- Interactive computer assessment in English reading, writing, and Math immediately followed by a discussion of the results and advising about next steps and appropriate courses (for undergraduates only)
- Assessment services to assist students in selecting appropriate college level courses

*Note: It is mandatory that all students with no prior college courses take the Accuplacer Math and English Placement Test, administered throughout the semester by the Student Academic Assistance Center. Students must take the Accuplacer before registering for classes.*

Students with Special Needs

Students with special needs (e.g., disabled, international, honor, re-entry students) are provided academic support and tutoring at the CCS.

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 Student Services.

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 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 Student Services or an SGA Officer.

- Sigma Omega Phi Sorority
- Hermandad Xicana
- Child Development
- Ethics Debate Team

Pre-College Programs

NHU’s Pre-College/TRIO Programs continue to serve as an outreach to the community by surveying its needs and providing services that will address them. The Pre-College Programs target middle and high school students for academic and social development, with the goal of increasing high school graduation rates and matriculation into college by those traditionally under-represented in higher education.

Esperanza Educational Talent Search

Esperanza Educational Talent Search is a federally funded program through the US Department of Education TRIO Programs. Its goal is to assist eligible students at specific school sites to graduate from high school and enroll in post-secondary education. The program annually serves 1,275 eligible students free of charge at selected middle schools (grades 6-8) and high schools (grades 9-12), while also serving adults seeking to re-enter and complete their high school diploma in the city of San Jose. Services available through Esperanza Educational Talent Search include the following:

- College admissions counseling
- Career counseling
- Assistance with financial aid forms
- Assistance in selecting college preparation courses
- Assistance with college application forms
- College/university campus visits
- Visits to corporations and public institutions to see various professions at work
- Tutorial assistance
- Scholastic Achievement Test (college entrance exam) information
- Workshops on such topics as study skills and career exploration

To qualify for the program, a student must be a US citizen or eligible resident, must meet the low-income federal guidelines, and/or will be the first generation in his/her family to graduate with a baccalaureate degree. Candidates must complete an Esperanza Educational Talent Search Application, available at the Career Centers of participating high schools, the school office of middle schools, and can be requested by calling the Pre-College/TRIO Programs Office at NHU.
Upward Bound

Upward Bound, established in 1989, is a federally funded program through the US Department of Education TRIO Programs. The program assists approximately 64 eligible high school students to successfully complete their high school education, enroll in, and complete a post-secondary education program. The central idea behind Upward Bound is that students from traditionally under-represented groups can be prepared to successfully compete in post-secondary institutions by providing them with a simulated college experience rich in academic and motivational support. Through tutoring, counseling, and individualized instruction, Upward Bound helps students bridge the gap between their performance and their potential. During the academic year, services include after school tutorials, academic advising, college tours, and a variety of enrichment activities of an educational, recreational, and cultural nature. Students are selected from specific high schools in the city of San Jose. To qualify, the student must:

- Have freshman, sophomore, or junior status at entry
- Meet the low-income federal guidelines, and/or be the first generation in his/her family to complete a baccalaureate degree
- Be a US citizen or eligible resident
- Have the desire and commitment to pursue a college education

The program offers a Summer Academic Enrichment Residential Program, a six-week session that includes college preparatory courses, daily tutorial assistance, study skills training, as well as academic and college advising. Students live in college dormitories during the week, go home on weekends, and attend classes during the week at the NHU campus.

Early University Program

The Early University Program (EUP) is a partnership between the Latino College Preparatory Academy (LCPA) and NHU in which LCPA juniors and seniors take transferable university courses that count toward high school graduation, providing the EUP students with an academically rigorous learning experience. This makes it possible for an EUP student to graduate from high school with up to two years of university coursework (60 units) already completed. All EUP courses are taught by NHU professors and follow the standard university curriculum. Because the program is part of the regular high school day, neither the students nor their families are required to pay any tuition or fees to participate. Students who qualify for the EUP must:

- Be currently enrolled in LCPA
- Have completed two years of high school with all required units
- Have passed both the math and English sections of the California High School Exit Examination (CAHSEE)
- Have placed into MAT 100 and ENG 100 on NHU’s placement test

For further information, contact the EUP at (408) 273-2766.
Academic Ideology

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

- Oral presentations by all students
- Written reports by students
- A multicultural emphasis; e.g., 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.
- Application of technology; accomplished through the CCS or the Computer Lab
- Fostering of Learning Communities; at least 30 minutes of a 3-hour class consists of collaborative learning (students working together)
- For humanities classes, discuss the values and realities of American society, how things are accomplished in the US, and how the class helps students to fit into American society
- A course syllabus containing the following items will be given to students at the first class meeting:
  - Course objectives
  - Course expected outcomes
  - 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

Undergraduate Programs

At NHU, the academic year is organized on a semester system. Fall (August-December) and Spring (January-May), constitute the regular academic year, followed by a Summer (June-August) session. The majority of NHU courses are equivalent to 3 units of work.

The requirements for Bachelor and Associate degrees are explained in this catalog. In scheduling their classes each semester, students should carefully follow the curricula, both for the General Education Breadth requirements and major requirements. Students are strongly encouraged to consult with their Academic Advisor and begin to note their courses in the academic planner.

During the freshman year, students will start to satisfy the General Education Breadth requirements. These courses will expose students to a range of academic subjects before concentrating on a major field of study. It is recommended that students complete their GE courses by the end of their sophomore year. During the freshman and sophomore years, students will take lower division required courses that prepare them for the major.

During the junior and senior years, students concentrate on the upper division requirements for the major and complete any remaining courses to fulfill the units required for graduation.

Associate Degrees

See specific program for further details.

Bachelor Degrees

To meet the academic requirements for graduation with a Bachelor of Arts or a Bachelor of Science degree, students must:

- Complete a minimum of 125 semester units of college credits for the Bachelor of Arts degree and 128 semester units of college credits for the Bachelor of Science degree
- Satisfy General Education Breadth requirements as described in this catalog
- Meet the requirements of core courses
- Meet requirements for the major as described in the catalog
- Complete a minimum of NHU’s 30 semester unit residency requirement; 12 of the 30 must be in the major
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “C” (2.0) or higher with a “C” (2.0) or higher in all units attempted in the major
- Satisfy NHU’s writing skills and computer proficiency requirements (pass NHU writing skills test and SAM 2007 computer proficiency test)
- Satisfy the US History and Constitution and American Ideals requirements (complete HIS 100 and HIS 201)
In addition, students must:

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

**Academic Programs**

NHU offers academic degree programs in Business Administration, Computer Information Systems, Child Development, Liberal Studies, and Math and Science. In addition, NHU offers a Teacher Education Credential, graduate degree, and other certificates.

**Business Administration**

- Associate of Arts (AA) in Business Administration
- Bachelor of Arts (BA) in Business Administration with concentration in:
  - Human Resource
  - International Business
  - Marketing

**Computer Information Systems**

- Bachelor of Science (BS) in Computer Information Systems

**Child Development**

- AA in Child Development
- BA in Child Development

**General Education**

The General Education curriculum provides 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.

**Liberal Studies**

- AA in Liberal Studies
- BA in Liberal Studies with concentration in:
  - Cross-Cultural Studies
  - Child Development
  - Chicano/Latino Studies
  - Criminal Justice
  - Psychology
  - Political Science/Public Affairs
  - Spanish
  - Social Science and Social Issues

*Note: California Commission on Teacher Credentialing Subject Matter Approved Program.*
**Mathematics and Science**

- Associate of Science (AS) in Math and Science
- AS in Math and Science with Engineering Concentration

**Teacher Credential**

The University offers courses to prepare students to meet the requirements set by the California Commission on Teacher Credentialing (CCTC) in the following areas:

- Multiple Subject: BA in Liberal Studies with a Multiple Subject Credential
- Single Subject in English, History-Social Science, Mathematics, Science, Physical Education, Art, and Spanish
- Special Education Mild/Moderate Preliminary Credential
- 2042 Multiple Subject and Single Subject Clear Credential

**Certificate Programs**

The University offers courses to prepare students to meet the requirements set by the CCTC in the following areas:

- Cross-Cultural Language and Academic Development Emphasis (CLAD)

**Master of Arts in Education**

- Master of Arts (MA) in Education Teaching and Learning Specialization

**Translation and Interpretation Certificate Program**

This program prepares interpreters and translators in a Spanish-English combination.

⚠️ **IMPORTANT NOTE:** This symbol indicates that the course is available online only or in an alternative online format.
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 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 develop skills on the intellectual and humanistic level and enhance their ability to develop a personal philosophy and make informed choices.

The goals of the General Education curriculum are to:

- Improve the student’s ability in reading, writing, critical thinking, discussion and speaking skills; mathematical reasoning, analysis and problem solving; computer literacy, and the ability to access, evaluate, and apply information
- Instill sound, effective learning skills that will keep the student on a path of lifelong learning
- Enhance general knowledge and attitudes so that students have a well informed and coherent picture of the universe and humanity, including the living and non-living physical universe; human cultures, societies, and values; and the artistic and intellectual legacy of humanity
- Broaden knowledge about the impact, perspectives, and contributions provided by cultural, racial, ethnic, gender, cognitive, and global diversity
- Provide, for each student, coherence, within broad areas of General Education

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, while 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 units)
- A2. Written Communication
  - ENG 100 English Composition and Reading (3 units)
- 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 units)
  - PHL 200 Introduction to Logic (3 units)

Area A. Requirements by Program

<table>
<thead>
<tr>
<th></th>
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</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
  - GEO 200 Physical Geography (3 units)
  - GSC 150 Introduction to Planet Earth (3 units)
  - PHY120 Physics (3 units)
- B2. Life Science
  - BIO 100 General Biology (3 units)
- B3. Laboratory Activity
  - BIO 100 Lab (1 unit)
  - GSC 150A (1 unit)
- B4. Mathematics and Quantitative Reasoning
  - MAT 100 College Algebra (3 units)
  - MAT 108 Number Systems (3 units)
  - MAT120 Calculus and Analytic Geometry II (4 units)
## Area B. Requirements by Program

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>All Bachelor’s Programs</td>
<td>GEO 200 (3) OR GSC 150 (3) OR PHY120 (3)</td>
<td>BIO 100 (3)</td>
<td>BIO 100 Lab (1) GSC150A (1)</td>
<td>MAT 100 (3) OR MAT 120 (4) *Note: BA in Child Development and BA in Liberal Studies may opt instead for MAT 108 Number Systems.</td>
</tr>
<tr>
<td>AA in Business Administration</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>MAT 100 (3)</td>
</tr>
<tr>
<td>AA in Child Development</td>
<td>NONE</td>
<td>BIO 100 (3)</td>
<td>BIO 100 Lab (1)</td>
<td>MAT 100 (3) OR MAT 108 (3) OR MAT 120 (4)</td>
</tr>
<tr>
<td>AA in Liberal Studies</td>
<td>GEO 200 (3) OR GSC 150 (3)</td>
<td>BIO 100 (3)</td>
<td>BIO 100 Lab (1) GSC150A (1)</td>
<td>MAT 108 (3)</td>
</tr>
<tr>
<td>AA in Mathematics and Science</td>
<td>NONE</td>
<td>BIO 100 (3)</td>
<td>BIO 100 Lab (1)</td>
<td>MAT 120 (4)</td>
</tr>
<tr>
<td>AA in Mathematics and Science with Engineering</td>
<td>CHE 150A General Chemistry for Scientists and Engineers I (5)</td>
<td>NONE</td>
<td>NONE</td>
<td>MAT 120 (4)</td>
</tr>
</tbody>
</table>

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**Area C: Arts, Literature, Philosophy, and Foreign Languages**

- **C1. Arts (Art, Dance, Music, Theatre)**
  - ART 100 Art Appreciation (3 units)

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

<table>
<thead>
<tr>
<th>Program</th>
<th>C1. Arts</th>
<th>C2. Humanities, Literature, and Letters</th>
</tr>
</thead>
</table>
| All undergraduate programs. | ART 100 (3)* | ENG 250 (3)  
| | *Note: AA in Child Development students are not required to complete Area C1. | PHL 100 (3)  
| | | SPAN 100 (5)  
| | | SPAN 101 (5)  
| | | SPAN 200 (5)  
| | | SPAN 201 (5)  
| | | SPAN 205 (5)  

*Note: Students in the AA in Child Development program must complete only three (3) units for Area C2.

Area D: Social, Political, and Economic Institutions and Behavior

- **D1. Human Behavior**
  - ANT 100 Introduction to Anthropology (3 units)
  - BUS120 Principles of Microeconomics (3 units)
  - PSY 100 Introduction to Psychology (3 units)
  - SOC 101 Introduction to Sociology (3 units)

- **D2. Comparative Systems**
  All undergraduate students must complete at least three (3) units from the following courses:
  - HIS 100 US History I (3 units)
  - POL 101 Introduction to American Government (3 units)

- **D3. Social Issues**
  - HIS 201 US History II (3 units)

Area D. Requirements by Program

|---------|--------------------|-------------------------|------------------|
| All Bachelor’s programs | PSY 100 (3) OR ANT 100 (3) OR BUS 120 (3)* OR SOC 101 (3)  
| | *Note: Students in the BA in Business Administration may not complete BUS 120 Principles of Microeconomics to fulfill Area D1 because it is a required lower level core course. | HIS 100 (3) OR POL 101 (3) | HIS 201 (3) |

*Note: Students in the BA in Business Administration may not complete BUS 120 Principles of Microeconomics to fulfill Area D1 because it is a required lower level core course.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AA in Business Administration</td>
<td>NONE</td>
<td>HIS 100 (3) OR POL 101 (3)</td>
<td>HIS 201 (3)</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>AA in Child Development</td>
<td>PSY 100 (3) OR ANT 100 (3) OR BUS 120 (3) OR SOC 101 (3)</td>
<td>HIS 100 (3) OR POL 101 (3)</td>
<td>HIS 201 (3)</td>
</tr>
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<tr>
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</thead>
<tbody>
<tr>
<td>AA in Liberal Studies</td>
<td>PSY 100 (3) OR ANT 100 (3) OR</td>
<td>HIS 100 (3) OR POL 101 (3)</td>
<td>HIS 201 (3)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>AA in Mathematics and Science</td>
<td>BUS 120 (3) OR SOC 101 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA in Mathematics and Science with Engineering</td>
<td>NONE</td>
<td>HIS 100 (3) OR POL 101 (3)</td>
<td>HIS 201 (3)</td>
</tr>
</tbody>
</table>

Area E: Lifelong Understanding and Self

- ANT 125 Human Understanding and Development (3 units)
- UNI 100 First Year Seminar (3 units)

Area E. Requirements by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Lifelong Understanding and Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Bachelor’s programs</td>
<td>ANT 125 (3) OR UNI 100 (3)</td>
</tr>
<tr>
<td></td>
<td>*Note: BA in Business Administration may opt instead for ETH 134 Chicano/Latino Cultures.</td>
</tr>
<tr>
<td>AA in Business Administration</td>
<td>ANT 125 (3) OR UNI 100 (3) OR ETH 134 Chicano/ Latino Culture (3)</td>
</tr>
<tr>
<td>AA in Child Development</td>
<td>NONE</td>
</tr>
<tr>
<td>AA in Liberal Studies</td>
<td>ANT 125 (3) OR UNI 100 (3)</td>
</tr>
<tr>
<td>AA in Mathematics and Science</td>
<td>ANT 125 (3) OR UNI 100 (3)</td>
</tr>
<tr>
<td>AA in Mathematics and Science with Engineering</td>
<td>ANT 125 (3) OR UNI 100 (3)</td>
</tr>
</tbody>
</table>

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

Upper Division General Education

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

- Area I: Advanced Written Composition (3 units)
  - ENG 300 Advanced Writing Skills (3 units)
- Area II: Human Expression Across the Globe (3 units)
  
  All bachelors’ students must complete at least three (3) units from the following courses:
  - ENG 301 World Literature (3 units)
  - PHL 300 Personal, Professional, and Social Ethics (3 units)
• Area III: World Issues and Problems (3 units)

All bachelors’ students **must complete at least three (3) units.**

- HIS 314 World History I (3 units)
- HIS 414 World History II (3 units)
- SPC 300 Argumentation and Advocacy of World Issues (3 units)

### 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) <strong>OR</strong> PHL 300 (3)</td>
<td>HIS 314 (3) <strong>OR</strong> HIS 414 (3) <strong>OR</strong> SPC 300 (3)</td>
</tr>
</tbody>
</table>

**Note:** BA in Business Administration may opt instead for HIS 313 California History.

**Note:** BA in Liberal Studies General & BA in Liberal Studies Credential students may not complete HIS 414 to fulfill Area III because it is a required upper level core course.

### 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 US History and Constitution requirement of the State of California are included in the General Education Breadth Requirements.
Department of Business

Mission

The mission of the Business Administration Department is to prepare and graduate students for careers in business, government, and non-profit organizations by providing a broad professional education. The business administration program is structured around a group of technical courses, which exposes students to the basic tools of quantitative methods, accounting, and economic theory. In addition, the program offers 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 Business Administration program seeks 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.

Credits may be transferred from other authorized, approved, or accredited colleges and universities upon evaluation.

Vision

The vision of the Business Department is to be a recognized nationally competitive leader in business education with a reputation for producing highly successful managers and leaders. To this end, the department will strive to combine excellent student learning experiences in an intimate environment.

What makes the business administration department and its academic program unique:

- Every program must have its own an academic vision. The Business Department uses critical hermeneutics (the science of interpretation of texts) as intellectual and operational framework to orient its academic contents and administrative objectives, and be in alignment with wider university vision and student learning objectives.

- In every major, its contents, and General Education must intersect. The business curriculum is characterized by integrated learning that closely links the contents of General Education and Business Administration and the assessment of learning outcomes on university and program levels.

- The common set of language, critical thinking, and research skills is embedded in clusters of within a framework of critical hermeneutics.

- Critical hermeneutic participatory conversation is the research approach taught in key qualitative business courses integrating subject-matter contents, language, critical thinking, and research methods with self-empowerment and cultural and ethical elements.

Goals

In the broadest sense, NHU’s goal is to offer a business program that enhances students’ competence in business administration, fosters their intellectual curiosity, and develops the personal skills necessary to be an effective leader. The department is characterized by its professional attitude, the diversity of its largely work- experienced faculty, and its close student-faculty relationship. The faculty is committed to excellence in classroom instruction.

When completing the program, graduates should effectively demonstrate:

- Business communication skills, including written, oral, and presentation skills consistent with those of early career business professionals
The ability to integrate knowledge across the disciplines to offer solutions to problems commonly encountered in business

Knowledge of quantitative and qualitative methods commonly employed in business

Teamwork, management, and leadership skills

Commitment and appreciation for cultural diversity and ethical principles

**Associate of Arts Degree in Business Administration**

The curriculum in the Associate of Arts Degree in Business Administration is designed with a two-fold purpose:

- To prepare the student to enter a four-year university to obtain a Bachelor 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 Associates of Arts Degree in Business Administration, the student must complete a minimum of 67 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
- 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
- No more than 52 units of credits may be transferred from other authorized, approved, or accredited colleges and universities (transfer credit upon evaluation)

**Degree Requirements**

- General Education Courses ............................ 30 units
- Business Administration Courses .................... 28 units
- Business Administration Electives ..................... 9 units

**Total = 67 units**

**Curriculum**

**General Education Courses (30 units)**

- See the General Education section of this catalog.

**Business Administration Courses (28 units)**

- BUS 101 Introduction to Business (3)
- BUS 112 Communication and Professional Skills Integration (4)
- 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 9 units of coursework General Education or Business courses that are part of the Bachelor of Arts Degree program in Business.

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

<table>
<thead>
<tr>
<th>Occupation Name*</th>
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<tbody>
<tr>
<td>Social and Community Service Managers</td>
<td>11-9151</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
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<tr>
<td>Human Resources Specialists</td>
<td>13-1071</td>
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<tr>
<td>Labor Relations Specialists</td>
<td>13-1075</td>
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<tr>
<td>Compensation, Benefits, and Job Analysis Specialists</td>
<td>13-1141</td>
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<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>13-1161</td>
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<td>Budget Analysts</td>
<td>13-2031</td>
</tr>
<tr>
<td>Credit Analysts</td>
<td>13-2041</td>
</tr>
<tr>
<td>Loan Officers</td>
<td>13-2072</td>
</tr>
</tbody>
</table>


**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees .................................................. $22,239
- Books and Supplies .................................................. $3,400
- Room and Board ..................................................... Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Bachelor of Arts Degree in Business Administration

Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Arts Degree 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 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 to the Department Chair
- Ensure that all financial obligations to NHU have been met, including payment of outstanding fees

Degree Requirements

General Business Program Requirements

- General Education Courses .................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
- Business Administration Courses .......................... 76 units
  - Lower Division (31)
  - Upper Division (30)
  - Electives (15)

Total = 125 units

General Business Program

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

Curriculum

General Education Courses (49 units)

- See the General Education section of this catalog.

Business Administration Courses – Lower Division (31 units)

- BUS 101 Introduction to Business (3)
- BUS 112 Communication and Personal Skills Development (4)
- BUS 120 Microeconomics (3) **(Note: This course cannot count toward general education credit in this program.)**
- 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)
- Elective in any field (3)

**Business Administration Courses – Upper Division (30 units)**
- BUS 325 Business Communication (3)
- BUS 351 Business Ethics (3)
- BUS 368 Project Management (3)
- BUS 370 Principles of Marketing (3)
- BUS 381 Management and Organizational Behavior (3)
- BUS 431 International Business (3)
- BUS 440 Financial Management (3)
- BUS 450 Strategic Management (3)
- BUS 476 International Marketing (3)
- BUS 480 Leadership (3)

**Upper Division Elective Courses (15 units)**
- BUS 331 Small Business Management (3)
- BUS 344 Personal Finance (3)
- BUS 372 Sales Techniques and Management (3)
- BUS 375 Consumer Behavior (3)
- BUS 377 Hispanic Marketing (3)
  - BUS 382 Human Resource Management (3)

**Business Concentration Requirements**
- Business Administration Courses - 76 units
  - Lower Division (31)
  - Upper Division (18)
  - Upper Division Electives (12)
  - Concentration (12)
  - Capstone (3)
Marketing Concentration

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 on 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.

Business Administration Courses – Lower Division (31 units)
- BUS 101 Introduction to Business (3)
- BUS 112 Communication and Personal Skills Development (4)
- BUS 120 Microeconomics (3) *(Note: This course cannot count toward general education credit in this program.)*
- 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)
- Elective in any field (3)

Business Administration Courses – Upper Division (18 units)
- BUS 325 Business Communication (3)
- BUS 351 Business Ethics (3)
- BUS 370 Principles of Marketing (3)
- BUS 381 Management and Organizational Behavior (3)
- BUS 431 International Business (3)
- BUS 440 Financial Management (3)

Upper Divisions Electives (12 units)
- BUS 368 Project Management
- BUS 450 Strategic Management (3)
- BUS 476 International Marketing (3)
- BUS 480 Leadership (3)
Concentration Courses (12 units)

- BUS 376 Marketing Management (3)
- BUS 378 Marketing Communications (3)
- BUS 379 Case Study: Services Marketing (3)
- BUS 380 Hispanic Marketing in a Multicultural Context (3)

Capstone Requirement (3 units)

- BUS 400 Business Policy Capstone (3)

Human Resource Concentration

The Human Resource 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

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

Business Administration Courses – Lower Division (31 units)

- BUS 101 Introduction to Business (3)
- BUS 112 Communication and Personal Skills Development (4)
- 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)
- Elective in any field (3)
Business Administration Courses – Upper Division (18 units)

- BUS 325 Business Communication (3)
- BUS 351 Business Ethics (3)
- BUS 370 Principles of Marketing (3)
- BUS 381 Management and Organizational Behavior (3)
- BUS 431 International Business (3)
- BUS 440 Financial Management (3)

Upper Divisions Electives (12 units)

- BUS 368 Project Management
- BUS 381 Operations Management (3)
- Bus 382 Human Resource Management (3) (Required)
- BUS 450 Strategic Management (3)
- BUS 476 International Marketing (3)
- BUS 480 Leadership (3)

Concentration Courses (12 units)

- BUS 383 Strategic Human Resource Management (3)
- BUS 384 Human Resource Development and Change (3)
- BUS 385 Human Resource Management: Analysis and Problems (3)
- BUS 386 Management Diversity (3)

Capstone Requirement (3 units)

- BUS 400 Business Policy Capstone (3)

International Business Concentration

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 on 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.

Business Administration Courses – Lower Division (31 units)

- BUS 101 Introduction to Business (3)
- BUS 112 Communication and Personal Skills Development (4)
- 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)
- Elective in any field (3)

**Business Administration Courses – Upper Division (18 units)**
- BUS 325 Business Communication (3)
- BUS 351 Business Ethics (3)
- BUS 370 Principles of Marketing (3)
- BUS 381 Management and Organizational Behavior (3)
- BUS 431 International Business (3)
- BUS 440 Financial Management (3)

**Upper Divisions Electives (12 units)**
- BUS 368 Project Management
- BUS 381 Operations Management (3) (Required)
- BUS 450 Strategic Management (3)
- BUS 476 International Marketing (3)
- BUS 480 Leadership (3)

**Concentration Courses (12 units)**
- BUS 343 International Business Operations (3)
- BUS 345 International Marketing and Operations (3)
- BUS 346 International Finance (3)
- BUS 390 Business of the Americas in an International Economy (3)

**Capstone Requirement (3 units)**
- BUS 400 Business Policy Capstone (3)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.
<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
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</thead>
<tbody>
<tr>
<td>General and Operations Managers</td>
<td>11-1021</td>
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<tr>
<td>Sales Managers</td>
<td>11-2022</td>
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<tr>
<td>Administrative Services Managers</td>
<td>11-3011</td>
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<tr>
<td>Industrial Production Managers</td>
<td>11-3051</td>
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<tr>
<td>Social and Community Service Managers</td>
<td>11-9151</td>
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<tr>
<td>Managers, All Other</td>
<td>11-9199</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>13-1111</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>11-2021</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>11-1021</td>
</tr>
<tr>
<td>Human Resources Managers</td>
<td>11-3121</td>
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</table>


**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees .................................................. $41,375
- Books and Supplies .................................................. $6,800
- Room and Board .................................................. Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Computer Science

Mission

The Bachelor of Science in Computer Information Systems (CIS) will provide a firm foundation in Information Systems for future Hispanic technology leaders. The program will embrace the shared values of Hispanic culture, 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 gain practical experience by developing computer programs and applications, networks, and communication systems. The Bachelor of Science Degree in CIS 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 life-long learning skills to remain current
- Effectively communicate and develop problem solving skills

Bachelor of Science in Computer Information Systems

Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Science in CIS, students must:

- 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
• 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

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 the Catalog.

Business Administration Courses – Lower Division (9 units)
• BUS 101 Introduction to Business (3)
• BUS 240 General Accounting Principles (3)
• BUS 260 Business Statistics (3)

Business Administration Courses – Upper Division (9 units)
• BUS 325 Business Communication (3)
• BUS 351 Business Ethics (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 246 Computer Security Fundamentals (3)

**Computer Science Courses – Upper Division (34 units)**
- CS 304 Human Computer Interaction (3)
- CS 308 Database Management Systems (3)
- CS 312 Software Frameworks (3)
- CS 316 Information Systems Project Management (3)
- CS 320 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 428 Network Administration (3)
- CS 432 Web Programming (3)
- CS 490B Computer Information Systems Senior Project (4)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

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<th>Occupation Name*</th>
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<tbody>
<tr>
<td>Computer and Information Systems Managers</td>
<td>11-3021</td>
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<tr>
<td>Computer Systems Analysts</td>
<td>15-1121</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>15-1142</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>15-1122</td>
</tr>
<tr>
<td>Computer Occupations, All Other</td>
<td>15-1199</td>
</tr>
</tbody>
</table>


**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.
Program Costs - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees................................................................. $42,326
- Books and Supplies.......................................................... $6,800
- Room and Board.............................................................. Not applicable

Median Loan Debt - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Child Development

Mission

The mission of the Child Development Department is to provide students with current and representative perspectives in theory and research in the field, bringing to the forefront of its curriculum evidence-based practices that are culturally and linguistically relevant to diverse children and families. 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 Associate of Arts and Bachelor 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 program is 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

The vision of the Child Development Program is to provide a culturally and linguistically relevant model of education that increases the number of multicultural professionals who are able to acquire, analyze, and disseminate knowledge as they sustain a lifelong pursuit of developmental inquiry.

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 child 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, college teaching, among other careers.

Goals

The Child Development Department 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

The curriculum in the Associate of Arts Degree in Child Development is designed with a two-fold purpose:

- To prepare the student to enter a four-year university to obtain a Bachelor 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 Associate of Arts Degree 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 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 (28)
  - Electives (13)

Total = 69 units

General Education Courses (28 units)
- See the General Education section of this catalog.

Child Development Courses (28 units)
- CD 252 Practicum in Child Development (3)
- 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 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- ECE 214 Behavior Management and Guidance in Early Childhood Education (3)
- EDU 100 Technology Essentials for Educators (3)
- INF 100 Information Competency (1)

Child Development – Electives (13 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 Centers (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

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to
program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

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<th>Occupation Name*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Childcare Workers</td>
<td>39-9011</td>
</tr>
</tbody>
</table>

*The “occupation name” is a general job title. “Occupation code” refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees .................................................. $22,873
- Books and Supplies .................................................. $3,400
- Room and Board ....................................................... Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.

**Bachelor of Arts Degree in Child Development**

**Completion Requirements**

To meet the academic requirements for graduation with a Bachelor of Arts Degree 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 of 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
- Each student is required to submit a portfolio of Critical Assignments to 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 (pass the NHU Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement

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)
- Child Development Courses ................................................................. 76 units
  - Lower Division (28)
  - Upper Division (27)
  - Concentration (21)

Total = 125 units

**General Education Courses**

- See the General Education section of this catalog.

**Child Development**

**Lower Division (28 units)**

- CD 252 Practicum in Child Development (3)
- EDU 100 Technology Essentials for Educators (3)
- 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 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- ECE 214 Behavior Management and Guidance in Early Childhood Education (3)
- INF 100 Information Competency (1)

**Upper Division (27 units)**

- CD 314 Administering Child Development Programs: Center Management (3)
- CD 352 Cognitive and Language Development (3)
- CD 353 Play, Development, and Learning (3)
- CD 450 Socio-Emotional 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 The Exceptional Child (3)

Concentration Requirements (21 units)
Students must select one Emphasis

Early Biliteracy Development- Concentration I
The objectives of the Early Biliteracy Development emphasis 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 on:
- 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 four required courses and select 9 units of elective 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)
- CD 454 Practicum in Early Childhood Education II (3)

Early Intervention– Concentration II
The Early Intervention concentration is anchored on the principle 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 four required courses and select 9 units of elective courses:

**Required Courses**

- CD 435 Autism Spectrum Disorders (Capstone Course) (3)  
- CD 454 Practicum in Early Childhood Education II (3)  
- CD 457 Observation and Assessment of Differently-Able 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 five to 12 years old. Students who select this concentration will be able to:

- Understand and implement pedagogy that integrates language, reading, math, visual, and performing arts
- Understand 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 four required courses and select 9 units of elective courses:

**Required Courses**

- CD 436 Socio-Cultural Issues in Biliteracy Education (3)  **or** EDU 300 Liberal Studies Gateway Experience (3)  
- CD 440 Appropriate Practices across Curriculum through Pedagogy (Capstone Course) (3)  
- CD 442 Methods for Second Language Learners (3)  
- CD 454 Practicum in Early Childhood Education II (3)  

**Electives**

- CD 219 Inclusive Practices for Young Children (3)  
- CD 254 Adult Supervision: Program and Professional Assessment (2)  
- CD 351 Cultural Dimensions Related to Child Development (3)  
- ECE 102 Principles of School-Age Child Care (3)  

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Program Data

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options that graduates of this program may choose to pursue.

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<tbody>
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<td>39-9011</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>25-2011</td>
</tr>
<tr>
<td>Education Administrators, Preschool and Childcare</td>
<td>11-9031</td>
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<td>Center/Program</td>
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<tr>
<td>Teacher Assistants</td>
<td>25-9041</td>
</tr>
<tr>
<td>Community and Social Service Specialists, All Other</td>
<td>21-1099</td>
</tr>
</tbody>
</table>


Program Completion - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

Program Costs - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees ................................................. $41,375
- Books and Supplies ............................................ $6,800
- Room and Board ............................................... Not applicable

Median Loan Debt - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Liberal Studies

Mission

The mission of the Liberal Studies Department is to provide two quality options for its students: an elementary subject-matter preparation program (Credential Option) that fulfills the standards of the California Commission on Teacher Credentialing; and a non-credential track (General Option) liberal arts experience.

Vision

The vision of the Liberal Studies Department is to provide an education that is supportive, integrative, multicultural, interdisciplinary, and rigorous in order to prepare our graduates for a seamless transition into a teacher credential program, a career in education, graduate studies, and overall success in either public sector or private sector careers.

Goals

The goals of the Liberal Studies Department are to provide its students with a broad and interdisciplinary liberal arts education that requires them to engage in the study of the following core areas: language arts, history and social science, math, science, visual and performing arts, physical education and health, and human development. In addition, they will also develop the academic competencies to better understand our diverse world. Students are also required to engage in field experience in the classroom (Credential Option) or service learning (General Option).

Graduates will have developed the ability to communicate effectively, to think critically, to conduct sound research, to understand global issues, to use knowledge in all aspects of life, to participate meaningfully as citizens, and to discover and apply worthwhile values.

Associate of Arts Degree in Liberal Studies

The curriculum in the Associate of Arts Degree is designed with a two-fold purpose:

- To prepare the student to enter a four-year university to attain a Bachelor Degree for professional careers in related fields
- To provide students with knowledge and skills to enter the workforce

Completion Requirements

Students may graduate from NHU with an Associate of Arts Degree by satisfying the following requirements:

- Complete a minimum of 68 units of college credit
- Meet requirements for the Core Courses
- Meet requirements for the major as described in the catalog
- Complete a minimum of 34 units in General Education
- Attain an overall GPA of “C” (2.0) or higher

Note: The Associate degree requires fewer General Education courses than the Bachelor Degree.
**Degree Requirements**

- General Education Courses ........................................ 40 units
- Liberal Studies Courses (Lower Division) ..................... 28 units

**Total = 68 units**

**General Education Courses (40 units)**

- See the General Education section of this catalog.

**Lower Division Requirements (28 units)**

- CD 100 Child Growth and Development (3)
- CHE 130 Chemistry (3)
- CS 120 Integrated Computer Applications (3)
- ETH 265 Minorities in the United States (3)
- MAT 200 Conceptual Geometry (3)
- PHY 120 Physics (3)
- SPAN Any Advisor Approved Spanish Courses (10)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Workers</td>
<td>39-9011</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>25-9041</td>
</tr>
</tbody>
</table>

*The “occupation name” is a general job title. “Occupation code” refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees .............................................. $22,556
- Books and Supplies ......................................... $3,400
- Room and Board .................................................. Not applicable
Median Loan Debt - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.

Bachelor of Arts in Liberal Studies (Credential Option)

Completion Requirements
To meet the academic requirements for graduation with a Bachelor of Arts Degree, students must:

- Complete a minimum of 126 semester units of college credit
- Satisfy General Education Breadth requirements as described in this catalog
- Meet requirements for the major as described in this catalog
- Complete a minimum of the University’s 30 semester units residency requirement
- 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)
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “C” (2.0) or higher with a “C” (2.0) or higher in all units attempted in the major
- Satisfy NHU’s writing skills requirement (pass the NHU Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement by selecting either Sequence 1: American History I and II or Sequence 2: American Government and US History

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 units)
  - Upper Division (9 units)
- Liberal Studies Courses ................................................................. 77 units
  - Lower Division (31 units)
  - Upper Division (31 units)
  - Concentration (15 units)

Total - 126 units

General Education Courses (49 units)

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

**Lower Division Requirements (31 units)**
- CD 100 Child Growth and Development (3)
- CHE 130 Chemistry (3)
- CS 120 Integrated Computer Applications (3)
- DAN 120 Dance (1.5)
- ETH 265 Minorities in the US (3)
- MAT 200 Conceptual Geometry (3)
- MUS 121 Music (1.5)
- PHY 120 Physics (3)
- SPAN Any Advisor Approved Spanish Courses (10)

**Upper Division Requirements (31 units)**
- EDU 300 Gateway Experience (3)
- EDU 447 Theoretical Foundations of P.E. and Health Education for K-8 (3)
- EDU 490 Senior Seminar (1)
- ENG 302 American Literature I (3) or ENG 303 American Literature II (3)
- ENG 401 Multi-Ethnic Children Literature (3)
- ETH 400 Gender, Race and Culture in American Society (Integrative Social Science Course) (3)
- GEO 300 Cultural Geography (3)
- HIS 313 California History (3)
- HIS 414 World History II (3) *(Note: This course cannot count toward general education credit in this program.)*
- LIN 406 Comparative Linguistics (3)
- MAT 312 Educational Statistics (3)

**Credential Option Concentration Requirements (15 units)**
- Students must select one concentration.

**Concentration I - Cross Cultural Studies**

The objective of the Cross Cultural Studies concentration is to provide the student with an opportunity to analyze the different cultures and ethnic groups in the United States. With this knowledge, the student will be able to contribute to the understanding and the cooperation among cultures in this country. Some of the places where this knowledge can be applied are in non-profit organizations, human resources offices, and as teachers. Students must complete the two required courses and three additional elective courses from two additional categories:
**Required Courses**

- EDU 250 Field experience in the Classroom (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)

Select any two (2) of the following courses:

- ETH 317 African American Studies (3)
- ETH 318 Asian American Studies (3)
- ETH 319 Native American Studies (3)

Select one (1) of the following courses:

- ANT 422 Cultures of Mexico (3)
- ETH 301 Chicano/Latino Literature (3)
- ETH 321 Chicana/Latina Women in the US (3)
- ETH 322 Latin American Families in the US (3)
- ETH 350 Chicano History (3)
- ETH 351 Mexican History (3)

**Concentration II - Child Development**

The objective of the Child Development concentration is to provide students with a rich knowledge base of content, pedagogy, and technology to address the diverse learning needs of a multicultural population. Some of the places where this knowledge can be applied are in day care centers and elementary schools. Students must complete the three required courses and two additional elective courses:

**Required Courses**

- CD 200 Child Development and Community Interrelationships (3)
- CD 453 Research in Child Development (Capstone Course) (3)
- EDU 250 Field Experience in the Classroom (3)

Select two (2) of the following courses:

- CD 351 Cultural Dimensions Related to Child Development (3)
- CD 352 Cognitive and Language Development in Early Childhood (3)
- CD 454 Practicum in Child Development II (3)
- ETH 265 Minorities in the US (3)
- PSY 325 The Exceptional Child (3)

**Concentration III – Chicano/Latino Studies**

The Chicano/Latino Studies Concentration is an interdisciplinary concentration that provides a well-rounded introduction to the Chicano/Latino community. Students will gain an understanding of this community’s important historical, cultural, social, and political issues. This community is the largest ethnic group in the region and has been dramatically underserved by social institutions, including higher
education. The knowledge acquired in this concentration will enable them to be more culturally competent as classroom teachers.

Students must complete 15 units, including two required courses and three elective courses from two additional categories:

**Required Courses**
- EDU 250 Field experience in the Classroom (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)

Select one (1) of the following courses:
- ANT 422 Cultures of Mexico (3)
- ETH 350 Chicano History (3)
- ETH 351 Mexican History (3)

Select two (2) of the following courses:
- ETH 301 Chicano/Latino Literature (3)
- ETH 321 Chicana/Latina Women in the U. S. (3)
- ETH 322 Latin American Families in the U. S. (3)

**Concentration IV – Social Science and Social Issues**

This concentration allows students to apply social science approaches to the complex problems facing the Latino community in the 21st Century. This program will enable Liberal Studies students who desire careers in public service to use the theories and methodologies of social science to better understand Latinos. The course of study will help prepare students to have successful careers working in education, government, social services, and community organizing:

**Lower Division Required Course**
- EDU 250 Field Experience in the Classroom (3)

Select one of the following courses:
- ANT 100 Introduction to Anthropology (3)
- ANT 125 Human Understanding and Development (3)
- BUS 120 Principles of Microeconomics (3)
- BUS 121 Principles of Microeconomics (3)
- POLI 101 American Government and Politics (3)
- SOC 200 Introduction to Social Work (3)

**Upper Division Required Course**
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3).

Select two of the following courses:
- ETH 310 Latinos and Social Institutions (3)
- POLI 300 Latino Politics and Public Policy (3)
- POLI 350 Introduction to Public Administration (3)
Concentration V - Spanish

A strong academic program in Spanish literature and language is ideal for NHU students, as well as for the state, region and country.

Required Courses

- EDU 250 Field Experience in the Classroom (3)
- SPAN 301 Advanced Grammar and Composition (3)
- SPAN 305 Latin American Literature (3)
- SPAN 330 Spanish Professional Communication Skills (3)
- SPAN 335 Introduction to Linguistics (3)

Bachelor of Arts in Liberal Studies (General Option)

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

- Complete a minimum of 126 semester 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
- Complete a minimum of the university’s 30 semester units residency requirement
- 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)
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “C” (2.0) or higher with a “C” (2.0) or higher in all units attempted in the major
- Satisfy NHU’s writing skills requirement (pass Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement by selecting either Sequence 1: American History I and II (HIS 100 and HIS 201) or Sequence 2: American Government and US History HIS 201 and POL 101).

In addition, students must:

- Ensure that all financial obligations to the University have been met, including payment of outstanding fees
- File a formal application for a graduation with the Department Chair

Degree Requirements

- General Education Courses ................................................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
Liberal Studies Courses ................................................................. 77 units
  - Lower Division (22)
  - Upper Division (31)
  - Concentration (24)

Total = 126 units

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

Liberal Studies Major Courses

Lower Division Requirements (22 units)
  - ANT 100 Introduction to Anthropology (3) or PSY 100 Introduction to Psychology (3)
  - CS 120 Integrated Computer Applications (3)
  - ETH 134 Chicano/Latino Culture (3)
  - LS 200 Liberal Studies Service Learning (3)
  - SPAN xxx Any Advisor Approved Spanish Courses (10)

Upper Division Requirements (31 units)
  - EDU 490 Senior Seminar (1)
  - ENG 302 American Literature I (3)
  - ENG 303 American Literature II (3)
  - ETH 400 Gender, Race and Culture in American Society (Integrative Social Science Course) (3)
  - GEO 300 Cultural Geography (3)
  - HIS 313 California History (3)
  - HIS 414 World History II (3) (Note: This course cannot count toward general education credit in this program)
  - LIN 406 Comparative Linguistics (3)
  - LS 300 Gateway to Liberal Studies General Option (3)
  - MAT 312 Educational Statistics (3)
  - PHL 300 Personal, Professional, and Social Ethics (3)

Concentration I - Cross Cultural Studies

The objective of the Cross Cultural Studies concentration is to provide the student with an opportunity to analyze the different cultures and ethnic groups in the United States. With this knowledge, the student will be able to contribute to the understanding and the cooperation among cultures in this country. The knowledge acquired in this concentration will enable them to be more culturally competent in a wide variety of settings such as non-profit social service organizations and the private sector.
Required Courses

- ETH 265 Minorities in the United States (3)
- ETH 317 African American Studies (3)
- ETH 318 Asian American Studies (3)
- ETH 319 Native American Studies (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)

Select three (3) of the following courses:

- ANT 422 Cultures of Mexico (3)
- ETH 301 Chicano/Latino Literature (3)
- ETH 321 Chicana/Latina Women in the U. S. (3)
- ETH 322 Latin American Families in the U. S. (3)
- ETH 350 Chicano History (3)
- ETH 351 Mexican History (3)

Concentration II – Chicano/Latino Studies

The Chicano/Latino Studies Concentration is an interdisciplinary emphasis that provides a well-rounded introduction to the Chicano/Latino community. Students will gain an understanding of this community’s important historical, cultural, social, and political issues. This community is the largest ethnic group in the region and has been dramatically underserved by social institutions, including higher education. The knowledge acquired in this concentration will enable them to be more culturally competent in a wide variety of settings such as non-profit social service organizations and the private sector.

Required Courses

- ANT 422 Cultures of Mexico (3)
- ETH 265 Minorities in the United States (3)
- ETH 301 Chicano/Latino Literature (3)
- ETH 321 Chicana/Latina Women in the US (3)
- ETH 322 Latin American Families in the US (3)
- ETH 350 Chicano History (3)
- ETH 351 Mexican History (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)

Concentration III – Criminal Justice

Drugs, gangs, and organized crime present numerous challenges to our society. This concentration gives the student an opportunity to examine the criminal justice system with a focus on Latinos and the law. Students develop an understanding of the criminal justice system in the US and delve into subjects such as contemporary criminal justice systems, psychological disorders and crime, and organized crime.

Students explore special issues related to adolescents and young adults in the juvenile justice system, and learn about alternative approaches to juvenile delinquency that can achieve better social outcomes.
Required Courses
- CRJS 101 Contemporary Criminal Justice Systems (3)
- CRJS 201 Introduction to Law Enforcement and Corrections (3)
- CRJS 300 Juvenile Delinquency and Juvenile Justice Reform (3)
- CRJS 350 Gangs, Organized Crime, and Drugs (3)
- POL 400 Latinos and the Law (3)
- PSY 300 Developmental Psychology: Adolescence (3)
- PSY 315 Psychological Disorders and Crime (3)
- Soc Sci 453 Social Science Capstone (3)

Concentration IV—Political Science and Public Affairs
Public policy shapes our society and impacts the Latino experience in the United States. With this concentration, the student will gain an understanding for how public policy is made and administered and explore social justice as it relates to Latino politics and other societal groups.

The coursework includes an overview of global social justice with a focus on US Latinos and Latin America. Students will explore research methods, review the fundamentals of American government, and study the specifics of Latinos and the law.

Required Courses
- ETH 310 Latinos and Social Institutions (3)
- POL 101 Introduction to American Government (3)
- POL 302 The Making of Public Policy (3)
- POL 300 Latinos and Public Policy (3)
- POL 340 Global Social Justice: U.S. Latinos and Latin America (3)
- POL 350 Public Administration (3)
- POL 400 Latinos and the Law (3)
- SOSC 453 Social Science Capstone (3)

Concentration V—Psychology
Immigrant and lower-income Latino populations face a variety of psychological challenges. By cultivating an understanding of the intricacies of human behavior and community mental health, the student can make a difference in the lives of people, especially Latino adults and children.

The student will have the opportunity to study major areas of psychology, including personality theory, developmental psychology, and social psychology, applicable to all societal groups. Combined with their heritage and language skills, this concentration will help students promote better emotional health in their communities. In a signature course, students learn best practices from real-world case studies of community mental health agencies successfully serving Hispanic and other communities.
Required Courses

- PSY 100 Introduction to Psychology (3)
- PSY 205 Social Psychology (3)
- PSY 300 Developmental Psychology: Adolescence (3)

**OR**

- PSY 305 Developmental Psychology: Lifespan (3)
- PSY 310 Personality Theory (3)
- PSY 315 Psychological Disorders and Crime (3)
- PSY 350 Latino Psychology (3)
- PSY 450 Community Mental Health (3)
- SOSC 453 Social Science Capstone (3)

Concentration IV – Social Science and Social Issues

This concentration allows students to apply social science approaches to the complex problems facing the Latino community in the 21st Century. This program will enable Liberal Studies students who desire careers in public service to use the theories and methodologies of social science to better understand Latinos. The course of study will help prepare students to have successful careers working in education, government, social services, and community organizing:

Lower Division (9 units)

Students must select three (3) of the following courses:

- ANT 100 Introduction to Anthropology (3)
- ANT 125 Human Understanding and Development (3)
- BUS 120 Principles of Microeconomics (3)
- BUS 121 Principles of Microeconomics (3)
- POLI 101 American Government and Politics (3)
- PSY 100 Introduction to Psychology (3)
- SOC 100 Introduction to Sociology (3)
- SOC 200 Introduction to Social Work (3)

Required Upper Division (12 units)

- ETH 310 Latinos and Social Institutions (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)
- POLI 300 Latino Politics and Public Policy (3)
- POLI 350 Introduction to Public Administration (3)
Elective Course
Students must complete one (1) of the following courses:

- ETH 321 Chicana/Latina Women in the US (3)
- ETH 322 Latin American Families in the US (3)
- ETH 350 Chicano History (3)

Concentration VII – Spanish
A strong academic program in Spanish literature and language is ideal for NHU students, as well as for the state, region, and country.

Required Courses (15 units)

- SPAN 301 Advanced Grammar and Composition (3)
- SPAN 305 Latin American Literature (3)
- SPAN 310 Latin American Civilization and Culture (3)
- SPAN 330 Spanish Professional Communication Skills (3)
- SPAN 335 Introduction to Linguistics (3)

Elective Courses (9 units)
Students must select any three of the following courses (9 Units):

- SPAN 306 Introduction to Iberian Literature (3)
- SPAN 311 Iberian Civilization and Culture (3)
- SPAN 312 Chicano Civilization and Culture (3)
- SPAN 320 Vive el Teatro (3)
- SPAN 401 Mexican Literature (3)
- SPAN 420 Hispanic Literary Genres (3)
- SPAN 450 Special Topics in Spanish (3)

Concentration VIII – Translation and Interpretation
Organizations and businesses need skilled and trained professionals to help overcome potential language barriers. This concentration will prepare bilingual students to become highly competent in the art of translation and interpretation.

Students must be able to speak, read, and write at an advanced level in English and Spanish to be admitted into this concentration. Fluency is determined by an interview with the director of the program and by a placement examination upon selection of this concentration. Students may obtain the Translation and Interpretation Certificate without enrolling in the BA in Liberal Studies program.

Required Courses (9 units)

- T&I 205 Syntax and Discourse Analysis I (3)
- T&I 305 Translation Theory and Technique I (3)
- T&I 306 Interpretation Theory and Technique I (3)
Elective courses (12 units)

- T&I 314 Banking, Commerce, and Finance (3)
- T&I 315 Political, Government & International Relations (3)
- T&I 316 Medical Translations: Anatomy (3)
- T&I 318 Medical Translations: Diseases and Treatment (3)
- T&I 410 Computes and Technology (3)
- T&I 413 Legal Translations (3)
- T&I 414 Legal Interpretation (3)

Select any university elective course (3 units)
Department of Mathematics and Science

Mission
The mission of the Mathematics and Science Department 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 Mathematics and Science Department 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 department aims 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 work force

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 Associate of Science Degree in Mathematics and Science are two-fold:

- Prepare the student to transfer to a Baccalaureate 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 Associate of Science Degree 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 GE Breadth requirement
- 4 units of NHU Core Courses
- All required Mathematics and Science Courses (or their equivalent), 34 units
- Attain 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 & Engineers (3)
- INF 100 Information Competency (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 Associate of Science Degree in Mathematics and Science with Engineering Concentration is designed to:

- Prepare the student to enter a four-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 Associate of Science Degree 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 GE Breadth requirement
- 4 units of NHU Core Courses
- All required mathematics, science, and engineering courses (or their equivalent), 36 units
- Attain 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 Competency (1)
- SCI 100 Computer Applications for Scientists & 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)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences Managers</td>
<td>11-9121</td>
</tr>
<tr>
<td>Mathematical Science Occupations, All Other</td>
<td>15-2099</td>
</tr>
</tbody>
</table>

**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees ...................................................... $23,190
- Books and Supplies ....................................................... $3,400
- Room and Board .................................................. Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Teacher Education

Vision

The vision of the Teacher Education Department 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.

Mission

The mission of the Teacher Education is to prepare teachers who are effective in California’s culturally and linguistically diverse schools. An effective teacher knows a variety of approaches to teaching and classroom management for large groups, small groups, and individuals. An effective teacher uses approaches appropriate for the purposes of a given lesson and meets the development needs of students from various cultural, socioeconomic, and linguistic backgrounds.

Goals

The goal of Teacher Education Credential Program 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 CLAD/CTEL 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 Language Arts, Literacy & Reading Curriculum and Instruction (Required Subject Matter Competency) (6)
• EDU 531 Computer Technology for Teaching/Learning 1 (2)
• EDU 550 Teaching Health Education (Requires CPR) (2)
• EDU 551 Inclusive Educational Practices (3)
• EDU 555 A/B Student/Intern Teaching Practicum (Required Subject Matter) (4)

Before recommendation is made to the CCTC, the NHU will verify that Multiple Subject candidates have met Subject Matter, US Constitution, fingerprint requirements and successful completion of all examinations and tests (RICA, CBEST, CPR).

In addition, 2042 candidates must pass the four CTC/ETS designed 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 (Required Subject Matter Competency) (6)
• EDU 530 Language Arts and Reading Curriculum and Instruction (6)
• EDU 531 Computer Technology for Teaching/Learning (2)
• EDU 550 Teaching Health Education (Requires CPR) (2)
• EDU 551 Inclusive Educational Practices (3)
• EDU 555 A/B Student/Intern Teaching Practicum (Required Subject Matter Competency) (4)

Before recommendation is made to the California Commission on Teacher Credentialing (CCTC), NHU will verify that candidates have met Subject Matter Completion, US Constitution and fingerprint requirements, and all required examinations such as BCLAD, CBEST, and CPR. In addition, candidates must pass the CCTC/ETS designed Teacher Performance Assessments (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, general, and core requirements of the credential. Before recommendation is made to the CCTC, NHU will verify that candidates have met Subject Matter competency, US Constitution, fingerprint requirements, successful completion of the Reading Instruction Competency Assessment (RICA) examination if applicable, and NHU-required examinations.

**Credential Requirements**

- Prerequisite Courses .......................................................... 3 units
- General Requirements .......................................................... 23 units
- Core Requirements .............................................................. 15 units

Total=41 units

**Curriculum**

**Prerequisites (3 units)**

- EDU 508 Educational Foundations (3)

**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 Language Arts, Literacy & Reading Curriculum and Instruction (Required Subject Matter Competency) (6)
- EDU 531 Computer Technology for Teaching /Learning (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)
- SPED 500 Assessment and Instructional Planning (2)
- SPED 501 Behavioral Support 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, the University may request a one-year extension of the Intern Credential.

**Completion Requirements**

- Enrollment in an NHU Multiple, Single, or Special Education Credential program
- 50% or more employment
- California Subject Examination for Teachers (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 BA/BS degree
- Proof of a US Constitution test or course from a regionally-accredited college or university
- 120 Pre-Service semester hours
- Enrollment in EDU 565 Intern Teaching Course upon issuance of credential by the Teacher Commission.

**Ryan CLEAR Credential**

The State of California mandates that all teachers must hold a valid California Teaching Credential, which authorizes them to provide classroom instruction. Credentials are offered on a preliminary basis. Each new teacher must complete the requirements based on the preliminary to clear a teaching credential within a specified five-year time period in order to remain a K-12 teacher within the California Public Education System.

**Required Courses**

- EDU 550 Teaching Health Education (Includes CPR training by an approved organization) (3)
- EDU 551 Mainstreaming Exceptional Students (3)
- EDU 552 Curriculum Materials and Technology (3)

The Ryan CLEAR Credential will no longer be available after January 1, 2012.

**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 a support or mentor provider.

**Required Courses**

- EDU561 Creating an Inclusive Classroom (3)
- 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
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 California Teachers of English Learner (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 Prerequisite (if not already completed)
- EDU 508 Educational Foundations or Sociology (3) 📖

Required Courses
- EDU 515 Cultural Diversity in the Classroom (3) 📖
- EDU 520 Second Language Learners (3)
- EDU 567 Advanced Study for Teaching English Language Learners (3) 📖
- LIN 406 Comparative Linguistics (3)

CLAD Authorization

Students successfully completing the four courses listed above will apply 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

CCTC has authorized NHU to issue 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 to 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 V

128
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 a language other than English also do not need to take Test V to qualify for Bilingual Authorization in that language. The foreign institution must be equivalent in status to a regionally-accredited institution of higher education in the United States.
Bachelor of Arts in Liberal Studies, Education Concentration with a Multiple Subject Credential

The Bachelor of Arts in Liberal Studies, Education Concentration is designed to work in conjunction with NHU’s Preliminary Multiple Subject Teaching Credential. Together the two programs provide a broad and rigorous educational experience that prepares candidates for a career as a teacher 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 Bachelor Degree in Liberal Studies and a Preliminary Multiple Subject Teaching Credential (California).

The guiding philosophy of the degree program is to provide students with the skills and knowledge that will allow them to become competent and effective elementary educators. The curriculum meticulously integrates academic subjects and teaching field experiences together to provide students with the professional and practical needs of California’s elementary school teachers today. NHU graduates will be prepared to serve the developmental, language, and literacy needs of students from various cultural, socioeconomic, and linguistic backgrounds.

CCTC Integrated/Blended Program standards for credential preparation are met through the Bachelor of Arts in Liberal Studies, Education Concentration with Preliminary Multiple Subject Teaching Credential.

Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Arts in Liberal Studies degree, Concentration in Education, students must:

- Complete a minimum of 126 semester units of semester credits 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
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “B” (3.0) or higher with a “B” (3.0) or higher in the education course units in the major
- Satisfy the University’s writing skills requirement (pass the NHU Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement (take HIS 100 and HIS 201 or POL 101 and HIS 201)

Degree Requirements

- 126 total semester credits (including the NHU residency requirement of 30 credits)
- General education courses (49)
  - Lower Division courses (40)
  - Upper Division courses (9)
- Integrated Computer Applications (3)
- Lower-level courses (18)
- Upper-level courses (18)
- Concentration courses (37)
Curriculum

General Education Courses (49)

- See the General Education section of this catalog.

NOTE: Before beginning coursework in Bachelor in Liberal Studies, Education Concentration, students must:

- Complete the specific General Education coursework requirement
- Have an overall cumulative GPA of 2.5 (or higher) on a 4.0 scale in their general education courses
- Successfully complete the NHU Junior Writing Proficiency Exam and Fingerprint Clearance

Note: Courses with a ‘U’ below denote a cohort specific to the Education Concentration and into which education content and concepts will be introduced.

Courses in Major (77 units)

- Information Computer Applications
  - CS 120 Integrated Computer Applications (3 units)

Lower Division (18 units)

- CD 100U Child Growth and Development (3)
- CHE 130U Chemistry (3)
- DAN 120U Dance (1.5)
- ETH 265U Minorities in the US (3)
- MAT 200U Conceptual Geometry (3)
- MUS 121U Music (1.5)
- PHY 120U Physics (3)

Upper Division (18 units)

- ENG 401U Multi-ethnic Children’s Literature (3)
- ETH 400U Gender, Race, and Culture in American Society (3)
- GEO 300U Cultural Geography (3)
- HIS 313U California History (3)
- HIS 414U World History (3)
- MAT 312U Educational Statistics (3)

Concentration (37 units)

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

CSET is required for the following course:
- EDU 530U Language Arts, Reading Curriculum and Instruction (6 units)

**Additional Credential Requirements**

To be recommended for the Multiple Subject Credential, students must complete the following six units and requirements.
- EDU 527 Methods: Mathematics Curriculum and Instruction (2)
- EDU 555 Student Teaching Practicum (4)

**Examinations**

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

*Note: The Bachelor of Arts in Liberal Studies, Education Concentration courses in major are offered in a year-round lock-step sequence that requires students to be a part of a cohort and to study full time with an average semester course load 4-5 courses. During this course sequence, students take their courses together with a cohort of other students in the program.*

Students must attain an overall GPA of “B” (3.0) or higher in all education units attempted in the Bachelor of Arts in Liberal Studies, Education Concentration major.
Master of Arts in Education

Vision
The vision of the Master of Arts in Education 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).

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

Goals
The Master of Arts in Education 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

Completion Requirements
The Master of Arts in Education in Teaching and Learning requires 33 semester units of graduate work, with a maximum of 12 units in the 500-level of education courses (EDU). Courses taken in the 500 level may also be applied toward related credentials. 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 500-level courses. At least 18 units must be completed in residence. (Candidates are assigned to a cohort that meets weekly throughout the program.)

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 the NHU General Catalog.
Teaching and Learning Specialization

The specialization in Teaching and Learning prepares educators to become a leader 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 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.

Special Education Specialization

The Specialization in Special Education is for experienced special educators who want to advance their professional skills and practice to better meet the needs of students with special needs.

This program incorporates the latest developments in the areas of neuroscience, assessment and scientifically-based interventions to help educators work more effectively with diverse groups of students.

Special educators will enhance their practice through an in-depth study of the impact of disabilities on learning and teaching, advanced behavioral interventions, and the most current instructional strategies in literacy and working with English language learners.

This program provides research-based practical strategies to help special educators:

- Design and implement curricula to facilitate the growth and learning of students with disabilities
- Assemble and evaluate data in order to make effective decisions related to special education programs
- Employ assistive technology to promote higher levels of student engagement and learning
- Establish and foster a culturally responsive classroom that supports diverse student learning at all levels
- Support student development through collaboration with general education teachers, families, school professionals and others in the educational community

Core Courses (18 units)

- EDU 508 Educational Foundations (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 520 Second Language Acquisition (3)
- EDU 567 Teaching English Learners (3)
- EDU 699A Research in Education (3)
- EDU 699B Research in Educ. Project/Thesis Completion (3)

Teaching and Learning Courses (15 units)

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

**Special Education Specialization (15 units)**

- SPED 604 The Impact on Disabilities on Learning and Teaching (3)
- SPED 605 Strategic Collaboration in Special Education (3)
- SPED 606 Advanced Instructional Strategies in Special Education (3)
- SPED 607 Literacy Interventions in Special Education (3)
- SPED 608 Advanced Behavioral Interventions in Special Education (3)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Teachers, Postsecondary</td>
<td>25-1081</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>25-2021</td>
</tr>
<tr>
<td>Middle School Teachers, Except Special and Career/Technical Education</td>
<td>25-2022</td>
</tr>
<tr>
<td>Secondary School Teachers, Except Special and Career/Technical Education</td>
<td>25-2031</td>
</tr>
<tr>
<td>Teachers and Instructors, All Other</td>
<td>25-3099</td>
</tr>
<tr>
<td>Special Education Teachers, All Other</td>
<td>25-2059</td>
</tr>
</tbody>
</table>

*The “occupation name” is a general job title. “Occupation code” refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

**Program Completion** - The program completion rate for July 1, 2009, to June 30, 2010, is not available because this program was not yet offered.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees .......................................................... $12,085
- Books and Supplies .......................................................... $1,700
- Room and Board ............................................................... Not applicable

**Median Loan Debt** - The Median Loan Debt for July 1, 2009, to June 30, 2010 is not available because this program was not yet offered.
The Translation and Interpretation Certificate Program

Mission
The mission of the Translation and Interpretation (T&I) 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 T&I 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 which is designed to be finished within one year. To fulfill its vision, the T&I Program is committed to:

- Prepare interpreters and translators in the Spanish-English combination
- Offer 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 sequential interpretation, and sight and text translation
- Intra-language interpretation and reading comprehension techniques for education and learning in any discipline
- Specialized vocabulary

Requirements
To apply to this 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 an advanced level), determined by:
  - Interview with Program Coordinator
  - Placement examinations (English Accuplacer and translation English-Spanish test)

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

Required Courses (9 units)
- 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 (16 units)
- T&I 314 Banking, Commerce, and Finance (3)
- T&I 315 Political, Government & International Relations (3)
- T&I 316 Medical Terminology: Anatomy & Physiology (3)
- T&I 318 Medical Terminology: Diseases and Treatment (3)
- T&I 410 Computers and Technology (3)
- T&I 413 Legal Translation (3)
- T&I 414 Legal Interpretation (3)

**Program Data**

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreters and Translators</td>
<td>27-3091</td>
</tr>
</tbody>
</table>


**Program Completion** - The program completion rate is the percentage of students who graduated between July 1, 2009, and June 30, 2010, who completed this program in the normal completion time. Frequently, students at NHU choose to attend on a part-time basis and as a result, their completion times may vary substantially.

<table>
<thead>
<tr>
<th>Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time completion rate:</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees……………………………………………………………$7,182
- Books and Supplies…………………………………………………………$1,700
- Room and Board……………………………………………………………Not applicable

**Median Loan Debt** - The following is the median amount borrowed by all students who completed the program between July 1, 2009, and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

<table>
<thead>
<tr>
<th>Median</th>
<th>Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV Program Loans</td>
<td>$1,125</td>
</tr>
<tr>
<td>Private Educational Loans</td>
<td>$0</td>
</tr>
<tr>
<td>Institutional Educational Loans</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Course Descriptions

**IMPORTANT NOTE:** This symbol indicates that the course is available online only or in an alternative online format.

**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. Successful completion of this course satisfies Area E of the General Education requirements.

*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.

*Prerequisites: 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 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 100 General Biology**

3 units lecture and 1 unit lab

This course is an introductory level general biology course and lab that fulfills the GE life science requirement. 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 the diversity of life on earth; (3) structure and function of the human body and genetic engineering; (4) ecology and environmental science. The course objective is to foster the ability to think critically and independently, regarding biological phenomena.

*Prerequisites: None*

**Business (BUS)**

**BUS 101 Introduction to Business**

3 units

This course introduces the how and why of business and management as part of our capitalist system. The structure and functions of business are explored, including management styles, manufacturing, wholesaling, retailing, marketing, finance, risk management, and human and labor relations. The course will also examine the role of international business, government, and business ethics.

*Prerequisites: None*

**BUS 112 Communication and Professional Skills Development**

4 units

This course discusses the process of interpretation, comprehension, and production of verbal and non-verbal (graphs, scientific notations) forms of communication for business success. It focuses on the reciprocal relation among physical structure, subject-matter, and self-understanding involved in interpretation of various modes of business discourse, including participatory research conversations. Course includes instruction by NHU Library staff instruction on how to use library collection and Internet search strategies to obtain information.

*Prerequisites: None*
**BUS 120 Principles of Microeconomics**

3 units

This course introduces the role of market systems as a means of solving the problems involved in the production and distribution of goods and services in a society. An analysis of the effectiveness of the price system in providing the society with an equitable distribution of goods, services, and income is featured. It explores microeconomics problems such as consumer and producer decisions through price adjustments under alternative market structures. (Formerly BUS 310)

*Prerequisites: None*

**BUS 121 Principles of Macroeconomics**

3 units

This course deals with the organization of the economics 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. A study of forces affecting the national economy, money and credit, income, employment, prices, and monetary and fiscal theories and policies are explored. (Formerly BUS 311)

*Prerequisites: None*

**BUS 240 General Accounting Principles**

3 units

This course is an introduction to financial accounting. Course content includes the accounting process, journal entries, adjustments, and financial statement preparation; examination of accounting systems and different forms of business organizations; and detailed study of certain asset accounts (cash marketable securities, accounts and notes receivable, inventories).

*Prerequisites: MAT 45 or satisfactory score on Math Assessment Test*

**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 and BUS 240*

**BUS 250 Legal Environments of Business**

3 units

This course examines the law applicable to business institutions and their operations, social forces, and other effects on the development of law. Course content introduces the Uniform Commercial Code (UCC), federal and state employment law, torts, contracts, agency relationships, and business proprietorships. (Formerly BUS 350)

*Prerequisites: BUS 101*
**BUS 260 Business Statistics**

3 units

This course is an introduction to the theory and application of probability and statistics for managerial decision-making. Students will learn to collect, analyze, and present data; evaluate and explain conclusions drawn for analyzing measurements of central tendency dispersion and probability distributions; and perform hypothesis testing. (Formerly BUS 360)

*Prerequisites: BUS 101 and MAT 100*

**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 and SPC 100*

**BUS 331 Small Business Management**

3 units

This course examines the steps and processes for starting a small business, and managing it from start-up stage into a “gazelle” and beyond. Market research includes feasibility study, income potential, environment scanning, and “strengths, weaknesses, opportunities, and threats” SWOT analysis. Marketing Strategies include the “product, price, place, and promotion” (the “4Ps”) and management operations, taxation, and financial forecasting and management. (Formerly BUS 241)

*Prerequisites: BUS 101*

**BUS 343 International Business Operations**

3 units

This course encompasses 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. 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 TBD Operations Management*

**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 345 International Marketing and Operations**

3 units
Students are introduced to the world of international marketing, exploring cultural, legal, technological, and financial aspects of various countries. Students learn to apply the tools of the marketing management process to the international environment.

*Prerequisites: BUS 371*

**BUS 346 International Finance**

3 units
This course introduces students to the field of international finance. Primarily, emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking.

*Prerequisites: BUS 440*

**BUS 347 Electronic Accounting Solutions**

3 units
This course is an introduction to commercially available accounting software. It teaches students practical skills in setting up and maintaining a complete accounting system and applying that knowledge to engage in management work as a professional and as a small business entrepreneur. This course also serves to reinforce the concepts learned in financial and managerial accounting courses.

*Prerequisites: BUS 240*

**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 builds an understanding the relationship between knowing, doing, and being, and its implications for business in a multicultural world. (Formerly BUS 251)

*Prerequisites: ENG 100*

**BUS 368 Project Management**

3 units
This course examines project management from both the strategic and operations point of view. Quantitative methods taught include project planning, budgeting, evaluation, selection, scheduling, and control. Qualitative methods taught include project organization structure, staffing, and team building. The role and responsibilities of project managers are examined, and how they interact with other managers. Students are required to carry out a group project. (Formerly BUS 168)

*Prerequisites: BUS 101*
**BUS 370 Principles of Marketing**

3 units

This course teaches marketing principles and policies; marketing functions, price policies, and controls; trade channels, merchandising, market research, government regulations, and competitive practices; and the integration of marketing with other activities of the business enterprise. (Formerly BUS 270)

*Prerequisites: ENG 100 and BUS 101*

**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*

**BUS 375 Consumer Behavior**

3 units

The 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 and BUS 370*

**BUS 376 Marketing Management**

3 units

This course is designed to instruct students in creative decision-making for marketing mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation, and control of the marketing plan.

*Prerequisites: Bus 370*

**BUS 377 Hispanic Marketing**

3 units

This course studies marketing management with 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*
**BUS 378 Marketing Communication**

3 units

This course prepares the student to effectively develop targeted communications (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 assess successful and failed marketing communications efforts. Students will create a portfolio of useable approaches.

*Prerequisites: Bus 370*

**BUS 379 Case Study: Services Marketing**

3 units

Students evaluate the difference between product and service marketing, service marketing mix, total quality management, customer perceptions of services, and pricing of services. Students develop a comprehensive market plan in the context of real-world service challenges.

*Prerequisites: BUS 476 International Marketing*

**BUS 380 Hispanic Marketing in a Multicultural Context**

3 units

This course addresses key issues in marketing, including marketing management, communication, and social entrepreneurship, with special relevance for business environments that seek to incorporate the Hispanic culture perspective in an explicit manner. It emphasizes the role of language and culture as a key element in the practice of marketing. The course addresses the role of ethics in marketing as marketers seek to build relationships that are mutually beneficial and profitable in a multicultural and transnational setting. It also imbues practical decisions in this field with a new understanding of the concept of ethical action required in a multicultural global setting.

*Prerequisites: BUS 376, BUS 278, and BUS 379*

**BUS 381 Management and Organization Behavior**

3 units

This course is a multidisciplinary and integrative approach to organizational action based on theories of culture, theory of self-generation (auto-poiesis) in social systems, theories of language, and theory of action. Students learn applications for organizational research and organizational development. (Formerly BUS 281)

*Prerequisites: BUS 101*

**BUS 382 Human Resource Management**

3 units

This course addresses the design of systems of rewards, assessment, and manpower development. It examines the interaction of selection, placement, training, personnel evaluation, and career ladders within the on-going organization. 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 101 and BUS 381*
**BUS 383 Strategic Human Resource Management**

3 units

Students learn to 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.

*Prerequisites: BUS 382*

**BUS 384 Human Resource Development and Change**

3 units

This course addresses the process of human resources development and organizational change, including training and development, leadership development, and performance improvement through topics such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity.

*Prerequisites: Bus TBD Strategic Human Resource Management*

**BUS 385 Human Resource Management: Analysis and Problems**

3 units

The role of human resource management is examined in the areas of performance appraisal systems, compensation, and labor-management issues. The role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations, is reviewed.

*Prerequisites: Bus TBD Human Resource Development and Change*

**BUS 386 Managing Diversity**

3 units

This course addresses key issues in study of human resource management, including human resource management, organizational development and change, and management/personnel problems, with special relevance for business environments that seek to incorporate the Hispanic culture perspective in an explicit manner. It emphasizes the role of language and culture as a key element in the practice of human resources. It also imbues professional engagements in this field with a new understanding of the concept of ethical action required in a multicultural and transnational setting.

*Prerequisites: BUS 383, BUS 384, and BUS 385*

**Bus 390 Business of the Americas in an International Economy**

3 units

This course addresses key issues in the study of international business, including international management, international marketing, and international finance, with special relevance for business environments that seek to incorporate the Hispanic culture perspective in an explicit manner. The course emphasizes the role of language and culture as a key element in the practice of international business. It also imbues the implementation of international business strategy with a new understanding of the concept of ethical action required in a multicultural and transnational setting.

*Prerequisites: BUS 343, 345, and 346*
**BUS 400 Business Policy Capstone**

3 units

This course provides a critical and integrative examination of business in a manner that allows for the incorporation of personal experience and knowledge from the perspective of Hispanic language and culture. This course provides the opportunity for students to apply culturally aware insights that bring new relevance to the practice of their profession. Students articulate how professionals within an organization can drive social change and sustainability through the example they set in their everyday work.

*Prerequisites: All above in emphasis*

**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. (Formerly BUS 371)

*Prerequisites: BUS 101*

**BUS 440 Financial Management**

3 units

This course is an introduction to financial management presented in terms of its most important functions: raising funds at minimum cost and risk, and allocating those funds between competing short and long term uses. Key concepts include working capital management, capital budgeting, long-term capital structure, securities evaluation, and divided policy. Techniques of financial analysis are introduced.

*Prerequisites: BUS 101 and BUS 360*

**BUS 450 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: Senior Standing*

**BUS 470 Advanced Business Math**

3 units

This course introduces students to mathematical concepts that support and drive business decision making. The course covers basic concepts of calculus and focuses on applications for the solution of practical problems encountered in the fields of economics and business, including optimization problems.

*Prerequisites: MAT 100*
**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*

**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*

**BUS 481 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 and product design and management, process selection and design, process-flow analysis, managing quality, forecasting, and capacity planning.

*Prerequisites: BUS 101*

**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 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*
**CD 219 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, mental retardation, and emotional disturbance. It identifies the various handicapping conditions and special needs of young children, including the gifted. This course also examines inclusive practices for children from birth to five, focusing on preschool-age environmental and curricular modifications. It specifically addresses ways to promote and support success in children within relationship-based childcare. Students will work on strategies for meeting the needs of individual children including making adaptations and modifications in the environment and on the curriculum.

Prerequisites: ECE 103 or CD 100, ECE 106 or CD 200, and ECE 105

**CD 252 Practicum in Child Development**

3 units

This course combines field experience and seminars relating theory and research to practice. It focuses on developing reflective practitioners who will become more aware of their own teaching styles in relation to curriculum planning and children's needs. The course also emphasizes planning and implementation of 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**

3 units

This course is an in-depth study of effective application of management and supervision procedures in child development settings. Emphasis is placed on 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 is an overview of principles and practices of administration and supervision of child development programs including licensing and other regulation requirements. 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 are highlighted.

Prerequisite: Upper Division Standing
CD 351 Cultural Dimensions Related to Child Development

3 units

This course examines the concept of culture, its components and dimensions, and its implications for the education of students in a diverse society. These concepts are integrated into instructional strategies and the curriculum. Particular attention is given to the value and importance of implementing an anti-bias curriculum. Field-based instructional activities are required.

Prerequisites: Upper Division Standing

CD 352 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. Emphasis is placed on multicultural language-rich environments that support language and literacy development of monolingual and dual language learners in group care settings and schools. It also critically analyzes current research on brain development in the first five years and its impact on developmentally appropriate practice for children.

Prerequisites: Upper Division Standing

CD 353 Play, Development, and Learning

3 units

This course focuses on major theories of play and contemporary research-based perspectives, including the relationships between play, child development and learning. It also addresses the implications of play to the child’s socio-emotional, cognitive, and physical development. It considers cultural and developmental perspectives, emphasizes theories in practice, and provides a theoretical-methodological framework for structuring, observing, and analyzing play. Stages of development of play are studies from infancy through middle childhood from the perspectives of Piaget, Vygotsky, Elkind, Freud, Erickson, and Mead. Anthropological perspectives on play and culture are also addressed.

Prerequisite: Upper Division Standing

CD 434 Literacy Development in Second Language Learners

3 units

This course examines the development of listening, speaking, reading, and writing in first and second languages in relation to children’s socio-emotional, physical, and cognitive development. It covers the social and psycholinguistic underpinnings of communicative competence, emerging literacy, and conceptual development in both home and second languages. Emphasis will be placed on oral language and on literacy in children’s first language as a way to support their formal learning to speak, read, and write in English.

Prerequisite: Upper Division Standing. This is a required capstone for the Early Biliteracy Development Concentration.
CD 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). It covers ASD etiology, assessment, diagnosis, and empirically proven treatments and educational strategies.

Prerequisite: Upper Division Standing. This is a required capstone for the Early Intervention Concentration

CD 436 Socio-Cultural Issues in Biliteracy Education

3 units
This course covers issues that affect the socialization and enculturation of bilingual children in a multicultural society. It emphasizes the instrumental role that teachers play in empowering culturally and linguistically diverse families. The course also focuses on approaches to help children and the adults who care for them to embrace diversity, recognize social bias, and take action on their own and others’ behalf. Strategies for establishing teacher-parent relationships that are based on mutual respect, equality, and trust are highlighted.

Prerequisite: Upper Division Standing

CD 440 Appropriate Practices across the Curriculum through Pedagogy

3 units
This course is an introduction to curriculum and pedagogy. It provides students with the understanding of basic skills and knowledge they must have to recognize and effectively respond to a variety of teaching situations as they address the needs of culturally and linguistically diverse children. The course focuses on pedagogical practice and emphasizes developmental perspectives in the areas of language, reading, math, and visual and performing arts while providing a nurturing instructional environment for children.

Prerequisite: Upper Division Standing. This is a required capstone for the School-Age Concentration

CD 442 Methods for Second Language Learners

3 units
This course covers the contribution of various branches of linguistics and related disciplines to language learning and teaching. In addition, it focuses on classroom-oriented applications of linguistic principles for effective instruction in multicultural and multilingual environments.

Prerequisite: Upper Division Standing
**CD 450 Socio-Emotional Development of Children**

3 units

This course focuses on the psychological foundations of children’s socio-emotional development from the neonatal stage to age 12. 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 interaction between brain development and interpersonal interrelationships.

*Prerequisite: Upper Division Standing*

**CD 452 Leadership and Advocacy for Children**

3 units

This course covers the ways child development professionals can advocate for children and their families. It 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. This course also explores the connection of theory, policy, and systems analysis to students’ practical experience in leadership at their worksites and/or communities.

*Prerequisite: Upper Division Standing*

**CD 453 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. Content includes critical analysis and evaluation of qualitative and quantitative research in child development and its implications for curriculum in schools and child development programs serving children infancy through middle childhood. Emphasis will be placed in developing skills needed to locate, understand, and critique research findings. Students will also design a research project.

*Prerequisites: Upper Division Standing (Required Capstone Course)*

**CD 454 Practicum in Child Development II**

1 lecture unit and 2 practicum 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 teacher supervising other adults while simultaneously addressing children’s needs and establishing relationships with families. The course also emphasizes planning and implementation of developmentally appropriate activities for culturally and linguistically diverse children while addressing the physical, social, emotional, and cognitive developmental domains.

*Prerequisites: Upper Division Standing*
CD 455 Culture and Cognition

3 units
This course covers major theories and contemporary research findings on child cognitive development from birth to 12, focusing on the socio-cultural and biological underpinnings of cognitive development. It emphasizes the relationship between culture and cognition as it explores foundations of cognition, perception, mental representation, problem solving, reasoning, memory, metacognition, and social cognition.

Prerequisite: Upper Division Standing

CD 456 Violence and its Impact on Children and Families

3 units
This course integrates research, theory, and applied approaches on domestic violence. It provides a foundation covering a range of “good enough” and disturbed care giving, including maltreatment. The course highlights the impact of domestic violence on every member of the family, including children and teens. Behavioral and emotional effects of exposure to violence and importance of community support to overcome such effects are emphasized.

Prerequisite: Upper Division Standing

CD 457: 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 will learn advanced observation and assessment techniques, gain a working knowledge of commonly used assessment tools, and acquire practice in writing objective, descriptive, and culturally-inclusive assessment reports.

Prerequisite: 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 mole, solution and ionic equilibrium reactions, atomic structure, and chemical bonding.

Prerequisites: MAT 100

CHE 150A General Chemistry for Scientists & 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.

Prerequisites: CHE 150A

**Computer Science/Information Systems (CS)**

**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

**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

**CS 132 Networking Fundamentals**

3 units

The Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. 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.

Prerequisites: 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.

Prerequisites: MAT 100
**CS 230 Intermediate Programming**

3 units

This course elaborates 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.

*Prerequisites: 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.

*Prerequisites: CS 132*

**CS 238 Requirements Analysis**

3 units

The analysis and definition of system requirements is critical when developing information systems, and one in which the seeds of disaster often are sown. This course presents systematic techniques to identify key stakeholders and elicit, represent, and analyze their functional and quality expectations for the system.

*Prerequisites: 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 and CS 238*

**CS 246 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.

*Prerequisites: 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.

Prerequisites: CS 242

CS 308 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.

Prerequisites: CS 242

CS 312 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.

Prerequisites: CS 242

CS 316 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.

Prerequisites: CS 242

CS 320 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.

Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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 424, CS 316

CS 428 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.
Prerequisites: 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.
Prerequisites: CS 230
CS 490B Computer Information Systems Senior Project

4 units
This project involves formulation and solution 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.

Prerequisites: Senior Standing

Criminal Justice (CRJS)

CRJS 101 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 201 Introduction to Law Enforcement and Corrections
3 units
This course reviews the philosophy, objectives, and priorities of US 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 overviews 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 300 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 development 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.

Prerequisites: Upper Division Standing
CRJS 350 Gangs, Organized Crime, and Drugs

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.

Prerequisites: Upper Division Standing

Dance (DAN)

DAN 120 Dance

1.5 units

This course is a multidisciplinary exploration of the role of dance in society, focusing on children’s physical, emotional, and mental development and learning process. Course topics include generic movement types and activities, dance styles and cultural diversity, major dance forms in the Western world, philosophy of dance, and dance pedagogy.

Prerequisites: None

Early Childhood Education (ECE)

ECE 101 Introduction to Early Childhood Education

3 units

This course introduces current educational theories and research, historical aspects, and current practices relating to child development. This course includes observations in selected environments.

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 serving children ages 5 to 13 (K-8 grades); quality, standards, and care issues; teachers' roles and qualifications; and working with families, schools, and communities.

Prerequisites: None

ECE 103 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. Some field work is required.

Prerequisites: None
**ECE 104 The School-Age Child**

3 units

This course is a continuation of the study of the principles of human development with emphasis on children from six years through adolescence, including 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 child development on human development. Some field work is required.

*Prerequisites: None*

**ECE 105 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 101, ECE 103 or CD 100, and ECE 106 or CD 200*

**ECE 106 Child, Family, and Community**

3 units

This course explores 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. Special attention will be given to cultural diversity, social class, gender roles, and their impact on family dynamics, values, morals, and attitudes. Field work is required.

*Prerequisites: ECE 103 or CD 200*

**ECE 107 Child Health, Safety and Nutrition**

3 units

This course is an overview of the philosophy, principles, cultural differences, and evaluation of health, safety, and nutrition in child care settings. Age-appropriate teaching strategies are highlighted with an emphasis on the importance of health, fitness, safety, and nutrition to the individual 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 (physical, cognitive, emotional, and social) during early childhood. Students examine their own assumptions and attitudes toward diversity and apply them to non-stereotypical teaching practices using developmentally age appropriate and anti-bias activities. Some field work is required.

*Prerequisites: None*
**ECE 110 Early Childhood Curriculum**

3 units

This course ties curriculum to the understanding of child development by focusing on designing developmentally appropriate practices for child development. It also explores planning and development and of anti-bias curricula; childhood curriculum goals, objectives, and content standards related to social/emotional, physical, cognitive, and language development, including both theoretical foundations and practical applications. Some field work required.

*Prerequisites: ECE 101, ECE 103 or CD 100, and ECE 106 or CD 200*

**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. It also explores school-age diversity issues related to culture, race, religion, gender, and special needs in light of curriculum development. Field work is required.

*Prerequisites: ECE 101, ECE 103 or CD 100, and ECE 106 or CD 200*

**ECE 212 Creative Experiences for Children**

1 unit

This course presents play as the primary factor in the development of intelligence, personality, competencies, self-awareness, and social awareness. It is designed to 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).

*Prerequisites: None*

**ECE 213 Emergent Literacy in Early Childhood**

1 unit

This course fosters the development of skills and techniques for teaching young children language and literacy through an integrated and individualized curriculum. The course focuses on the development of language and literacy during the first five years of life with an emphasis on ages 2 through 5.

*Prerequisites: None*

**ECE 214 Behavior Management and Guidance in Early Childhood Education**

3 units

This course is an introduction to theory and application of early childhood guidance techniques and classroom management. This course offers an overview of guidance theories that focus on pro-social behavior by considering the child’s developmental level as well as family and cultural contexts when planning environments and activities for young children.

*Prerequisites ECE 101, ECE 103 or CD 100, and ECE 106 or CD 200*
**ECE 215 Management of Child Care Centers**

3 units

This course is an overview of the ethical and professional aspects of the early childhood teaching profession, including 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 Child Development units*

**ECE 216 Infant-Toddler Care and Education**

3 units

This course combines theory and practice to provide a solid foundation in infant/toddler care and education for both home and center-based settings. The health, safety and nutritional needs of infants and toddlers are also examined. Some field work is required.

*Prerequisites: ECE 103 or CD 100*

**ECE 217 Administering a Family Child Care**

1 unit

This course will provide ideas and information to family day care providers to assist them in the successful operation of a family day care home. Information on licensing regulations, developing policies and contracts, maintaining financial and other records, marketing strategies, child neglect and abuse report requirements, and community resources available. The integration of family day care and home life will also be explored.

*Prerequisites: None*

**ECE 218 Early Childhood Environments**

1 unit

This course explores 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. Some field work is required.

*Prerequisites: None*

**Education (EDU)**

**EDU 100 Technology Essentials for Educators**

3 units

This course is designed to provide students with the level of computer literacy needed to function in today’s early childhood educational settings. This course provides interactive computer activities to learn about the role of computers in education and is designed to introduce students to computers and to teach appropriate uses for young children. Students will explore online and Internet resources, learn word processing applications, and become familiar with a number of software packages used in education.

*Prerequisites: None*
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.

Prerequisites: 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 on entering the program that 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 P/F 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 some research.

Prerequisites: Upper Division Standing

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.

Prerequisites: 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 on entering the program that 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 on-going project that must be completed before graduation. Instructors will assess their students according to the subject matter requirements. This course is graded on a P/F basis.

*Prerequisites: 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 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 is introduced.

*Prerequisites: none*

**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 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. (This course is best taken with EDU 514, although it is not mandatory.)

*Prerequisites: none*

**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 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 524 Secondary Content Methods: Curriculum and Instruction**

6 units

This curriculum and instruction course use 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 be demonstrated by candidates within and across major subdivisions of the subject.

*Prerequisites: 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 the planning, instruction, assessment, computer assisted instruction, and resource materials.

*Prerequisites: none*
**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 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.

*Prerequisites: Subject matter competency for multiple subject candidates*

**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 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 551 Inclusive Education Practices**

3 units

This course is designed to provide the basic knowledge, skills, and strategies for teaching special populations including student 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 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 use online software for web design strategies.

*Prerequisites: 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.

*Prerequisites: Subject matter competency*

**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.

*Prerequisites: 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 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 implement in their own classrooms.

*Prerequisites: Preliminary 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 TPEs. University supervisors meet with the students to discuss issues and concerns, and to conduct on-site conferences and evaluations 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).

*Prerequisites: Preliminary Credential*

**EDU 600 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.

*Prerequisite: none*
EDU 601 Social Justice, Diversity, and Equity in the Classroom

3 units
Candidates 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, candidates are challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Candidates explore and develop educational and leadership capacities needed to ensure access and academic and social equity for all members of the extended school community.

Prerequisite: none

EDU 602: Differentiated Instruction in Practice

3 units
This course challenges teachers to evaluate the needs of individual students in the diverse and inclusive classroom. Students 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.

Prerequisite: none

EDU 603 Using Data to Inform 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 the classroom instruction to improve student achievement are covered throughout the course.

Prerequisite: none

EDU 604 Curriculum and Instruction Development for Increased Learning

3 units
In this course, students examine the integration of current theories of curriculum design with California State content standards in the planning of classroom instruction. Students 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.

Prerequisite: none
**EDU 699A Applying Research in Education: Project or Thesis Development**

3 units

This course is intended to familiarize master’s candidates with educational research concepts and their application in the educational arena, and to help graduate students make decisions for their own research projects.

*Prerequisites: 12 Units of Master’s program coursework, statistics coursework, or advisor approval*

**EDU 699B Project or Thesis Completion**

3 units

The research project or thesis represents the culmination of the Master’s Degree. This course is intended to provide the student with the structure necessary to facilitate the completion of this final step in earning the MA Ed.

*Prerequisites: EDU 699A and advisor 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)

This course studies atomic and crystal structures; imperfections and atom movement, phase equilibria and transformations, boundaries, heat treatment of metals, and the mechanical, physical, and chemical properties of engineering materials.

*Prerequisites: CHE150A, 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 multipeuse 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. It is designed to facilitate student transition into the academic writing process through paragraph development, reading-based writing, and the study of various types of coherent and well-developed paragraphs.
Prerequisites: English Placement Test

ENG 45 English Grammar and Reading Comprehension
3 units
This course is designed to improve reading rate and comprehension, including English grammar and vocabulary. This course carries no credit toward any degree and is graded on a CR/NC basis.
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. The course also covers the rhetorical modes, culminating in an argumentative research paper.
Prerequisites: English placement Test or ENG 45

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
**ENG 250 Contemporary Multicultural Literature**

3 units

This course focuses on the literatures of all peoples in American society since the beginning of the 20th Century. It emphasizes literature from African American, Asian American, Latino American, and Native American writers, covering the broad themes and deep concerns of those communities represented.

*Prerequisites: ENG 100*

**ENG 300 Advanced Writing Skills**

3 units

This course consists of extended writing assignments and includes rhetorical modes, narrative, process-analysis, cause and effect, and argumentation and persuasion. It introduces writing formats of summary, synthesis, and critique. Students demonstrate competency in content development, sentence mechanics, and editing techniques.

*Prerequisites: ENG 201, must pass the Junior Writing Proficiency Exam or pass ENG399 with a grade of “C” or better*

**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 novel. 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 and 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 and 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 and 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 an 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 US 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 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 of the themes and issues impacting the US 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 and 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.

*Prerequisites: 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.

*Prerequisites: 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.

*Prerequisites: 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.

*Prerequisites: Upper Division Standing*

**ETH 321 Chicana/Latina Women in the US**

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.

*Prerequisites: Upper Division Standing*

**ETH 322 Latin American Families in the US**

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.

*Prerequisites: 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.

*Prerequisites: 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 postrevolutionary era, and the contemporary period.

Prerequisites: 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. (Formerly ETH 122)

Prerequisites: Upper Division Standing

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.

Prerequisites: 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.

*Prerequisites: Upper Division Standing*

**Geoscience (GSC)**

**GSC 150 Introductory Study of Planet Earth**
3 units
Geoscience 150 is an interdisciplinary study of the Earth, with particular emphasis on the evolution and interactions of our planet’s physical systems. This course examines: (1) our current knowledge of geology, hydrology, meteorology, oceanography, and astronomy; (2) the mechanisms, techniques, and tools used in these fields; and (3) the development of scientific ideas.

*Prerequisites: None*

**GSC 150 A 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: GSC 150*

**GSC 250 The Evolution of Earth and Life on Earth Through Time**
Geoscience 250 is an integrated study of the nature of Earth materials, geologic time, and the history of Earth and its life forms. Geoscience 250 is a hybrid physical and historical geology course that combines a lecture and laboratory experience.

*Prerequisites: GSC 150 and GSC 150 A*

**History (HIS)**

**HIS 100 US 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 US History II**
3 units
This course is a survey of the 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.

*Prerequisites: 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.

*Prerequisites: 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.

*Prerequisites: 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.

*Prerequisites: 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.

*Prerequisites: 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, percents, 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.

*Prerequisites: 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*
**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 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 and Analytic Geometry**

3 units

This course in numerical and analytical trigonometry is designed to prepare the student for the level of trigonometry and advanced algebraic concepts necessary for calculus. Topics studied include trigonometry functions, trigonometric graphing, trigonometric 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, 2 years of high school algebra, and 1 year high school geometry; or MAT 100*

**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, 2 years of high school algebra, 1 year high school geometry, and 1 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.

*Prerequisites: 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.

*Prerequisites: MAT 121*

**MAT 200 Conceptual Geometry**

3 units

This course is an introduction to geometry, various forms of measurement, 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.

*Prerequisites: 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.

*Prerequisites: 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*

**Music (MUS)**

**MUS 121 Music**

1.5 units

This course is a survey of great works of music, providing practical experience in use of simple instruments: percussion and tonal instruments, flutophone, song flute, and recorder.

*Prerequisites: None*
Philosophy (PHL)

**PHL 100 Introduction to Philosophy**

3 units

This course provides students with an analytic study of some of the core areas of philosophy, including metaphysics, epistemology, ethics, logic, and social/political philosophy. These fields are addressed by studying some of the major philosophical topics, such as those concerning the nature of reality, the existence of God, the soul, free will, the nature of knowledge, what determines how we should live, and what kind of creature is a human being. By discussing the diversity of cultures and genders that have shaped our philosophical ideas, this course offers an analysis of the history of philosophy.

*Prerequisites: None*

**PHL 200 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.

*Prerequisites: 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.

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 (can be taken concurrently) or equivalents*

**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)*
Political Science (POL)

**POL 101 Introduction to American Government**

3 units

This course examines the structure, development, and dynamics of American political institutions and processes. It addresses major topics such as the US Constitution, Federalism, the Presidency, Congress, and the Judiciary. The course includes a study of California state and local government, including the California Constitution.

*Prerequisites: None*

**POL 300 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.

*Prerequisites: Upper Division Standing*

**POL 302 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.

*Prerequisites: Upper Division Standing*

**POL 340 Global Social Justice: Focus on US 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 US Latinos and the peoples of Latin America.

*Prerequisites: Upper Division Standing*
**POL 350 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.

Prerequisites: Upper Division Standing

**POL 400 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 US Constitution, have influenced the civil and political rights of Latinos. The Latino experience in the criminal justice system is also studied.

Prerequisites: Upper Division Standing

**Psychology (PSY)**

**PSY 100 Introduction to Psychology**

3 units

This course provides students with 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 and therapy, human sexuality, and social and applied psychology.

Prerequisites: None

**PSY 205 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: None

**PSY 300 Developmental Psychology: Adolescence**

3 units

This course examines current research on the biological, social, and cultural contexts of adolescent development. Topics include the impacts of puberty, adolescents’ decision-making competencies, changes in family and peer relationships, identity development, and psychosocial problems. These problems include confounding issues such as depression and problematic or high-risk behavior.

Prerequisites: Upper Division Standing
PSY 305 Developmental Psychology: Lifespan

3 units
This course explores the major developmental concepts and methods of 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 310 Personality

3 units
This course provides an overview and comparison of the major theories of personality. It provides a frame of reference for understanding lifestyles, development, maturity, and psychopathology. Emerging research themes are used to identify promising lines of personality theorizing.

Prerequisites: Upper Division Standing

PSY 315 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, institution, community, and myth. Students evaluate contemporary theories about the relationship of psychological disorders and crime. Appropriate treatments, institutionalization, and detention or incarceration are explored.

Prerequisites: Upper Division Standing

PSY 325 The Exceptional Child

3 units
This course covers issues related to children with special needs and the impact on families. It examines the four largest categories of exceptionality among young children: learning disabilities, speech and language impairments, mental retardation, and emotional disturbance. Teaching practices and philosophies of inclusion in child development programs and schools are discussed, and adaptations and intervention methods are highlighted.

Prerequisites: Upper Division Standing

PSY 350 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 social development, cultural orientations, parental and child school attitudes and behaviors, gender and sexuality, close relationships, happiness and well-being, stereotyping, prejudice and discrimination, and mental and physical health.

Prerequisites: Upper Division Standing
**PSY 450 Community Mental Health**

3 units

This course examines the theory and research on outreach and prevention for application with various populations in community settings (e.g., victims of violence, immigrants, severely mentally ill). It presents characteristics of successful agencies and agency development, and surveys interventions currently used in community mental health.

*Prerequisites: Upper Division Standing*

**Science (SCI)**

**SCI 100 Computer Applications for Scientists & 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 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 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.

*Prerequisites: 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 101. Emphasis is placed on classroom vocabulary, grammar, and development of communication skills in cultural contexts.

*Prerequisites: Spanish 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: Spanish 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: Spanish 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: Spanish 201 or Spanish 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.

*Prerequisites: Spanish 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: Spanish 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 from Pre-Colombian civilizations to contemporary societies.

*Prerequisites: Spanish 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 from early peninsular civilizations to contemporary societies.

*Prerequisites: Spanish 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: Spanish 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: Spanish 305 or permission of the instructor*
**SPAN 330 Professional Communication Skills**

3 Units
This course is designed to advance spoken and written proficiency at professional level, to help students refine their professional communication styles in small groups and in classroom settings. This course involves intensive oral presentations.

*Prerequisites: 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: Spanish 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: Spanish 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: Spanish 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 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: Spanish 301 and 305, permission of instructor*
Special Topics (SPT)

*SPT 299; 399; 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 sign the form. Students may not register for more than two special projects in their academic career.

Prerequisites: Consent of instructor

Speech (SPC)

*SPC 100 Public Speaking*

3 units

This course is designed to explain the theory and practice of oral communication. Emphasis is placed on organization, presentation, and evaluation of various types of speeches. Students learn to express their own ideas and experience the diverse perspectives of their fellow classmates through exercises, discussions, and formal speeches. Students engage in critical listening, analyze audiences, and adapt presentations to the audience. Students learn 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 being able to apply 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.

Prerequisites: 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.

Prerequisite: 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.

Prerequisite: 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, 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.

Prerequisite: 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.

Prerequisite: none

**SPED 604 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 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 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 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 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.

Prerequisites: Credential or Chair Approval
Translation and Interpretation (T&I)

T&I 205 Syntax and Discourse Analysis I
3 units
This course covers syntax, sentence structure, organization of a work, and interrelationship to meaning and discourse, within a critical hermeneutic perspective, and discusses applications for reading-comprehension and writing-composition. Course examines key aspects of the structural linguistics of Saussure, speech acts theories of Austin and Searle, communication model of Jakobson, and Ricoeur’s theories on discourse, as they relate to translation and interpretation.

Prerequisite: Passing score in T&I Translation English-Spanish skills Test

T&I 305 Translation Theory & Technique I
3 units
This course covers introductory interpretive hermeneutics theory as 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 Syntax and Discourse Analysis

T&I 306 Interpretation Theory & Technique I
3 units
This course covers interpretive hermeneutic theory as it applies to the interpretation speech. Courses discusses 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. Course includes idiomaticity as a key consideration in the inter-language/production phase of translation.

Prerequisite: T&I 305 Translation Theory and Techniques I

T&I 314 Translation: Banking, Commerce, and Finance
3 units
This course develops skills in two-language translation in 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 & International Relations
3 units
This course studies text materials used by international organizations and governmental agencies. Translation and interpretation exercises increase bilingual terminology in 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 for the human body, its nature, and system. Students gain skills in translating/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 for 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 and consent of instructor*

**T&I 413 Legal Translation**

3 units

This course emphasizes written translation of legal text, sight translation exercises (English and Spanish), and analysis of legal translation samples for terminology acquisition. Methodologies for adding to personal terminology bank are studied.

*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, administrative hearings, court proceedings, work compensations, immigration, and government and public offices. Exercises are provided to improve sight translation, and consecutive and simultaneous interpretation modes are enhanced.

*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**, David Lopez, EdD
- **Provost**, Juan Necochea, PhD
- **Vice Provost**, Adriana Ayala, PhD
- **Vice President of Campus Operations**, Vacant
- **Chair, Teacher Education**, Neva Hofemann, MA
- **Chair, Business Administration**, George Guim, EdD
- **Chair, Liberal Studies**, Carlos Navarro, PhD
- **Chair, Child Development**, Edirle Menezes, PhD
- **Chair, Computer Science**, Interim - Julio Garcia, PhD
- **Chair, Mathematics and Science**, Yazmin Rosa-Bauza, PhD
- **Director, Translation & Interpretation**, Gloria Romero McNamara, MBA
- **Director, Master of Arts in Education**, Francisca Miranda
- **Director, Institutional Research and Assessment**, Isabel N. Vallejo, EdD
- **Director, Library Services**, Gabriela L. Nocito, MA
- **Registrar**, Pamela Bustillo, BS
- **Director, Financial Aid**, Diondrae P. Collier, MA
- **Manager, Admissions**, Jesus Morales, MA
- **Director, Enrollment**, Agustin Cervantes, MA

Full Time Faculty

**Ayala, Adriana (2001)**
History & Ethnic Studies  
BA, University of California, Berkeley, History and Ethnic Studies  
MA, University of Texas, Austin, History  
PhD, University of Texas, Austin, History

**Clemons, Judy (1998)**  
Business Administration  
AS, Bluefield State College, Business/Marketing  
BA, Bluefield State College, Business  
MBA, W. Virginia University, Business

**Garcia, Julio (1997)**  
Computer Science  
BA, National University of Education, Technology  
MA, University of N. Iowa, Technology  
PhD, University of N. Iowa, Industrial Technology
Guim, George (1997)
Business, Economics, Teacher Education, Dance, Translation & Interpretation
BA, University of San Francisco, Economics
MA, University of San Francisco, Economics
MS, University of San Francisco, Environment Management
MA, Stanford, Education
EdD, University of San Francisco, Organization and Leadership

Hess, Kathleen (2002)
Teacher Education
BS, E Michigan University, English/Education
MA, University of Michigan, Reading/Psych/Soc
EdD, University of San Francisco, Organizational Leadership

Hofemann, Neva (1998)
Teacher Education
BA, San Francisco State University, Education
MA, University of San Francisco, Curriculum and Instruction

Philosophy
BA, CSU Chico, Philosophy
MA, San Jose State University, Philosophy

Child Development
BA, Federal University or Ceara (Brazil), Psychology
MA, Federal University of Pernambuco (Brazil), Educational and Developmental Psychology
PhD, Clark University, Child Development

Mooney, Michael (1990)
English Composition & Literature
BA, CSU Hayward – English Literature
MA, CSU Hayward – English Literature

Navarro, Charles (1990)
Liberal Studies
PhD, Claremont Graduate School, Government

Rosa-Bauza, Yazmin (2008)
Math & Science
BS, Universidad de Puerto Rico, Chemistry
PhD, University of California Berkeley, Organic Chemistry
Rosenberg, Roger E. (1999)  
Teacher Education & History  
BA, UC Berkeley, History  
MA, San Jose State University, US History  
PhD, UC Santa Barbara, US History

Shamshayooadeh, George (2001)  
English Composition & Literature  
BA, Islamic Free University, English Literature  
MA, Islamic Free University, English Literature

Teacher Education  
BS, Elmira College, Math Education  
MS, Elmira College, General Education  
PhD, State University of New York at Buffalo, Social Foundations of Education

Von Son, Carlos (2010)  
Liberal Studies  
MA, University of California Irvine, Spanish  
PhD, University of California Irvine, Latin American Literature & Humanities

Wambsgans, Cynthia (2009)  
Math & Science  
BS, Ohio Wesleyan University, Geoscience  
MS, University of Iowa, Geoscience

Adjunct Faculty

Alvarez, Rocio M. (2011)  
Philosophy  
BA, San Jose State University, Philosophy  
MA, San Jose State University, Philosophy

Barnes, Frank (2005)  
Art  
BA, San Jose State University, Art History  
MA, San Jose State University, Art History

Bihari, Amitabh (2001)  
Computer Science  
BS, GOV'T College of Engineering, Chemical Engineering  
MS, W. Michigan University, Computer Science

Borgen, Jason (2010)  
Teacher Education  
BA, San Jose State University, Chemistry  
MA, San Jose State University, Education Administration & Supervision
Boudreaux, Chris (2009)
Early University Program
BS, Texas A&M University, Electrical Engineering
MS, University of California Davis, Electrical Computer Engineering

Bronson, Stella (2001)
Teacher Education
BA, San Jose State University, Elementary Education
MA, San Jose State University, Administration

Calapiz, Maria (2009)
Spanish
MA, Universidad, Anahuac, Humanities

Chacon, Margarito (1998)
Mathematics
MS, Stanford University, Electrical Engineering

Chan-Malik, Sylvia (2011)
General Education
BA, University of California Berkeley, English & Ethnic Studies
MFA, Mills College, English, Creative Writing
PhD, University of California Berkeley, Ethnic Studies

Chia, Moon (2006)
Child Development
MA, University of Central Oklahoma, Early Childhood Education

Chofla, Shaun-Adrian
Early Childhood Education
BA, Pacific Oaks College, Human Development
MA, Pacific Oaks College, Human Development

Cortez-Parra, Christina (2003)
Mexican-American Studies
BA, NHU, Liberal Studies
MA, San Jose State University, Mexican American Studies

Cline, Zulmara (2010)
Child Development
BA, University of California Santa Barbara, Developmental Psychology
MA, University of California Santa Barbara, Education
PhD, University of California Santa Barbara, Education
De La Torre, Lydia (2011)
Translation & Interpretation
MA, Garrigues, Spain
JD, Universidad de Leon, Madrid, Spain
Certificate on Interpretation, State of California

Diaz, Adriana (2007)
Speech
BA, San Jose State University, Radio, TV, &Film
MS, San Jose State University, Mass Communication

Dickerson, Marcela F. (2000)
Translation & Interpretation
BA, EATRI, Interpreter
BS, University of Chile, Occupational Therapy

Dinh, Cindy (2009)
General Education
BA, University of California, Los Angeles, Sociology
MA, San Jose State University, Communication Studies

Espinosa, Mathew (2011)
Liberal Studies
BS, Vanderbilt University, Elementary Education Spanish
MA, University of Hawaii, Manoa, Second Language Studies

Espinosa, John (2005)
English
BA, University of California, Riverside, Creative Writing and Sociology
MFA, Arizona State University, Creative Writing

Fonteno, Janice
Early Childhood Education
BS, California State University East Bay, Human Development
MS, California State University East Bay, Education

Forcht, Michael (2002)
Business Administration
BA, Antioch College, Psychology
MBA, San Jose State University, Business Administration
EdD, University of San Francisco, Education

Forte, Geraldine (2010)
Teacher Education
BA, San Jose State College, Behavioral Science
MA, San Jose State University, Behavioral Science
PhD, University of San Francisco, Organization & Leadership
Furrer, Patricia (2010)
Computer Science
BA, University of California, Santa Barbara, Computer Science
MS, National Technological University, Software Engineering

Garcia, Joanne (2007)
Liberal Studies
BA, California State, Hayward, Liberal Studies
MA, Saint Mary’s College, Liberal Studies

Gaspay, Manuel (2002)
Business Administration
BSGE, University of the Philippines, BSG.E.
MA, Stanford, Economics
PhD, Dev. Economics Stanford

Gomez, John (2008)
Liberal Studies
BA, San Jose University, Social Science,
MA, San Jose University, Sociology

Gonzalez, Jose G. (2011)
Teacher Education
BA, University of California, Davis, History
MS, University of Michigan, Natural Resources

Gonzalez, Jose V. (2010)
Teacher Education
BA, Santa Clara University, Psychology, Spanish Studies
MA, San Jose State University, Spanish

Guerrero, Aurora (2011)
General Education
BA, University of California Berkeley, Ethnic Studies
MFA, California Institute of the Arts, Director/Theater/Video/Cinema

Guha, Nisha (2009)
General Education
MS, California State University, Hayward, Chemistry

Hacke, Wendy (2002)
Teacher Education & Child Development
AA, SJSU, Social Science
MS, National University, Teaching Special Education
EdD, University of San Francisco, Education
Hanley, David (2001)
Asian-American Studies & History
BA, San Jose State University, History
MA, San Jose State University, Asian History

Hart, Katherine (2010)
Business Administration
BS, California State University of Sacramento, Business Administration
MS, University of Southern California, Occupational Safety and Health

Inciarte, Monique (2011)
Translation & Interpretation
BA, University of California Berkley, Comparative Literature
MA, University of California Santa Cruz, Literature
PhD, University of California Berkeley, Comparative Literature

Jimenez, Hortencia (2010)
Liberal Studies
BA, San Jose State University, Sociology
MA, San Jose State University, Sociology
PhD, University of Texas at Austin, Sociology

Kates-March, Sarah (2001)
Speech & Communication Studies
BA, Cal Poly, San Luis Obispo, Speech Communication
MA, San Jose State University, Speech Communication

Lamas, Oscar (2009)
Teacher Education
BA, San Jose State University, Sociology/Criminology
MA, San Jose State University, Education/Counseling and student Personnel

Lee, Peter (2006)
General Education
BA, University of Miami, Communication Speech/ Communication English
JD, University of Colorado, Law

Lopez, Gerardo (2007)
Child Development
BA, San Jose State University, History
MA, San Jose State University, Education/Administration and Supervision

Martinez, Ramon (2011)
Teacher Education
BA, San Jose State University, Sociology/ Spanish
MA, San Jose State University, Mexican American Studies
PhD, University of Southern California, Education Leadership
Meem, Nashit (2009)
Teacher Education
BA, University of Rutgers New Jersey, Biomedical Engineering
MS, New Jersey Institute of Technology, Biomedical Engineering

Neal, Veronica (2009)
Child Development
BA, San Jose State University, Behavioral Science and Psychology
MA, Mills College, Educational

Neddeau, Browning (2010)
Teacher Education
BA, San Jose State University, Music
MA, University of San Francisco, Education
PhD University of San Francisco, Education

Nguyen, Ninh D. (2001)
Economics
BA, San Jose State University, Economics
MA, San Jose State University, Applied Economics
PhD, Capella University, Business

Oliverez, Juan (2007)
Liberal Studies
BA San Jose State University, Social Science
MA, University of California Berkeley, Sociology
PhD, University of California Berkeley, Sociology

Paneyko, Helena (2010)
Translation & Interpretation
MA, Monterey Institute, Translation and Interpretation
MA, Chapman University, Education

Pereira, Lisa (2010)
Teacher Education
BA, San Francisco State University, Liberal studies
MA, San Francisco State University, Humanities

Perez, Zierlein (2010)
Liberal Studies
BA, San Jose State University, Child Development
MA, Stanford University, Education

Peterson, Tarik (1990)
Liberal Studies
BS, Antioch College, Chemistry
PhD, University of California Berkley, Biochemistry
Picou-Broadnax, Amber (2011)
Teacher Education
BA, San Jose State University, Social Science
MA, University of San Diego, Leadership Studies
EdD, University of San Francisco, Organization Development and Leadership

Requa, Nannette (2005)
Ethnic Studies
AA, San Jose City College
BA, San Jose State University, English
MA, Sarah Lawrence College, Women’s History

Rizzo, Jesse (2002)
Teacher Education
BA, San Jose State University U, Liberal Studies
MA, San Jose State University, Elementary Administration and Supervision
CA, San Jose State University, Teaching Credential
CA, San Jose State University, Administrative Credential

Robledo, Lucinda (2009)
Math & Science
MS, California State University Los Angeles, Biomathematics

Rossi, Freda (2011)
Teacher Education
MA, California State University Long Beach, Educational Administration
EdD University of California Irvine, Educational Administration

Ryan-Thatnum, Katherine (2010)
Translation & Interpretation
BA, University of the Pacific, Spanish and Mathematics
MA, University of the Pacific, Education
Certificate, National Hispanic University, Translation and Interpretation

Salgado, Harry (2010)
Teacher BA, Education
BA, San Jose State University, Political Science
MA, University of San Francisco, Curriculum and Instruction

Sanchez, Armando (2010)
Liberal Studies
MSW., California State University Fresno, Social Work
PhD, University of California Berkeley, Social Work

Schmidt, Kimi Lynn (2010)
Liberal Studies
PhD, University of San Francisco, Education
Schwartz, Marjorie (2010)
Teacher Education
BA, University of New York Binghamton, Social Science
MA, Sonoma State University, Teaching English as a Second Language

Smith, Shelia (2009)
Liberal Studies
BA, Pacific Oaks College, Human Development
MA, Pacific Oaks College, Human Development

Solano, Patricia (2001)
Mathematics
BA, Fresno State University, Math
MS, in process, San Jose State University, Math

Stewart, Denise (2009)
Teacher Education
MA, New York University New York, teachers of English to Speakers other Languages in Secondary Schools

Suaires, Valerie (2002)
Teacher Education BA, University of London, Humanities and Combined Studies
MA, San Jose State University, Education/ Instructional Technology

Tafolla, Tom (2010)
Business Administration
BA, Santa Clara University, Biological Science Psychology
JD, University of San Francisco, Law, Business Management, Political Science

Timchenko, Josef (2010)
Liberal Studies
BA, Bowling Green State University, Political Science
MA, Pepperdine University, Public Policy

Torres, Noe (2008)
General Education
BA, San Jose State University, English
MA, California Polytechnic State, English

Totter, Joseph
Teacher Education and Child Development
BA, State University College at Geneseo, Special Education
MA, State University College at Buffalo, Special Education
PhD, State University of New York at Buffalo, Special Education

Usher, Ronald (2009)
Liberal Studies
MA, San Jose State University, Kinesiology
Vargas, Adrian (2007)
Liberal Studies
BA, San Jose State University, Theatre
MFA, University of California Davis, Dramatic Art and Related Arts

White, Janet (2002)
Teacher Education
AAS, Sinclair Community College, Child Development
BS Ed, Wright State University, Elementary Education
MSEd, Wright State University, Mental Health

Young, Gabriel (2011)
General Studies
BA, University of California, Legal Studies
MA, John F. Kennedy University, Counseling Psychology
MA, Fielding Graduate University, Human Development

Zeccardi, Joseph (2011)
General Education
BA, Kings College, English and Philosophy
PhD, State University New York at Buffalo, Philosophy

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League for Innovation in the Community College

Dr. Guadalupe Valdes
Bonnie Katz Tenenbaum Professor of Education
Stanford University
Appendix A: Academic Performance Policies and Probation Policies

Academic Probation

Academic probation policies apply to all students enrolled in a degree program. 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 from National Hispanic University (NHU). The following categories of students will be placed on academic probation:

- Any student who fails to achieve a “C” (2.0) average for a semester or whose cumulative grade point average (GPA) falls below a “C” (2.0)
- Any upper division student whose cumulative GPA in his or her major falls below a “C” (2.0)
- Any credential student whose semester or cumulative GPA falls below a “B” (3.0)
- Any student who fails to successfully complete at least 70% of the units attempted during a semester
- Any student who has not completed the required number of minimum units in the time allocated.

Student on probation are not allowed to take more than 12 units of credit per semester until they reach satisfactory academic progress. The Department’s Chair/Coordinator may impose additional requirements and limitations with regard to a student participation in NHU-recognized extracurricular activities.

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. To be considered for readmission, the student must re-apply to NHU after a minimum of one year, in which time the student must demonstrate success in college-level courses. Students can do this by enrolling at a community college or university and successfully completing courses acceptable for credit (“B” or above). Students are required to complete a minimum of 15 semester units. In addition, students must meet the admission and degree requirements in effect at the time of re-admission, not those in effect when they were originally admitted.

Teacher Education students who receive a notice of disqualification may petition the appropriate 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 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

**Monitoring Time Limit**

The maximum time to complete 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 degree student must complete the entire four-year academic program in no more than six years. The maximum time for the part-time student is double that of a full-time student. For other programs, it is 1.5 times the standard program length for normally progressing students.

A student's academic performance is evaluated several times during his enrollment to determine satisfactory academic progress. The review is performed by the Office of the Registrar in conjunction with the Financial Aid Office and appropriate Department Chairs/Coordinators.

Students who fail to comply with the minimum number of units successfully completed are subject to disqualification. For more details see the “Academic Performance Policies” section of the catalog.
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 Michael Ramirez and staffed by two security officers.

The 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 premise). NHU had 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 Office of Human Resources.
Appendix C: Family Educational Rights and Privacy Act of 1974 (FERPA)

Responsibilities of Education Institutions

The Family Educational Rights and Privacy Act of 1974 (called the Buckley Amendment) provides for cutting off US Office of Education funding to institutions that do not comply with the standards prescribed in the Act.

Essence of the Act

Students attending a post-secondary institution must be permitted to inspect and review their own education records, to the exclusion of their parents (except in those cases where the parent pays any part of the student’s expenses to NHU).

NHU may not release information about students nor permit inspection of their records without their permission unless such action is covered by certain exceptions listed in the statute. To comply with the Act, NHU will:

- Inform students of their rights in the Student Handbook, which is distributed annually
- Permit students after admission to inspect their education records
- Provide a list of types and location of education records with the titles and addresses of the officials responsible for those records
- Inform students that no personally identifiable information from education records will be released without prior written consent (when required)
- Maintain records requests for disclosure of personally identifiable information and permit students to review those records
- Provide students with an opportunity to seek amendment or correction of education records

Implementing the Policies

The Student Handbook carries a statement of NHU’s policy concerning FERPA. In effect, the Amendment gives student the right to:

- Inspect and review information contained in education records
- Challenge the contents of their education records
- Have a hearing if the result of the challenge is unsatisfactory
- Submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
- Prevent disclosure, with certain exceptions, of personally identifiable information
- Secure a copy of the institutional policy in detail
- File complaints with the Department of Education concerning alleged failures by the university to comply with the Act

NHU has designated as Directory Information the following: Student’s name, address, telephone number, date and place of birth; major fields of study; dates of attendance; degrees and awards received; most recent educational institution attended.
The following directives have been given to staff members in the Office of the Registrar:

- Only professional staff will comply with a request to see education records.
- A student may ask for an explanation and interpretation of the record.
- If no financial obligation exists, a student may request for a fee of $4 an official transcript of records from the Office of the Registrar.

Limitations exist on student’s rights to inspect and review their education records, including:

- Financial information given by their parents
- Confidential letters/recommendations associated with admissions, employment, or honors, to which students have waived rights of inspection
- Students may waive in writing any or all of their rights under the Act

Once students have requested access to their education records, such records will not be destroyed until review has been provided. NHU may not destroy “explanations” placed in the records by students and records of disclosures and request for disclosures.

Procedures for Compliance

To fulfill the basic requirement of the Act, NHU will:

- Make every attempt to safeguard disclosure of personally identifiable information about students
- Provide opportunity to the students to challenge the contents of education records
- Maintain adequate records of requests and disclosures in the following manner:

Concerning written consent:

- NHU will obtain written consent from students before disclosing any personally identifiable information from their education records. The written consent will be signed and dated by the student and will:
  - Specify the records to be released
  - State the purpose of the disclosure
  - Identify the party to whom the disclosure may be made and indicate that recipients are not permitted to disclose the information to others without consent of the student

- NHU will disclose education records without written consent to:
  - Students who request information from their own records
  - Authorized representatives of federal and state supported programs
  - State and local officials to whom disclosure is required by State Statute adopted prior to November 19, 1974

- NHU may disclose education records without written consent to the following:
  - Personnel with legitimate educational interest: President, Provost/Vice President, the staff of the offices of the Provost, Admissions, Registrar, Director of Student Outreach & Support Services
  -Persons providing financial aid or determining financial aid decisions
- Organizations conducting studies to develop predictive tests, to administer student aid programs, or to improve instruction
- Accrediting organizations carrying out their functions
- A parent of a student when that parent pays any part of the student’s expenses
- Persons in compliance with a judicial order or a lawfully issued subpoena after the first making a reasonable attempt to notify the student
- Persons in an emergency to protect the health or safety of the student or other persons.

- **NHU may also release without written consent those records identified as Directory information:**
  - Unless the student has requested otherwise written notification to the Office of the Registrar by the date set by that office at the beginning of each year
  - On any student not currently enrolled
- **NHU will inform any party to whom personally identifiable information is released that recipients are not permitted to disclose the information to others without consent of the student.**
- **NHU considers all students as “dependent” if their parents pay any part of their expenses.**

**Concerning challenge of records:**
- A student who wishes to challenge the contents of education records may request a hearing.
- The official who receives the request will decide within a reasonable period of time whether or not corrective action will be taken. The student will be notified of the decision and if it is in agreement with the student’s request, the record will be amended.
- A student not provided full relief will be informed by the appropriate official of rights to a formal hearing and will be informed of the date, place, and time of the hearing.
- A student must make a request in writing for a formal hearing.
- The student will be afforded a full opportunity to present evidence relevant to the issue raised.
- The hearing will be conducted by a committee none of whose members shall give a direct interest in the outcome of the hearing. The committee is selected in the manner provided by NHU policy.
- Decisions of the hearing panel will be final.
- The right of the challenge cannot be used to question substantive educational judgments which are correctly recorded, for example, a grade in a course because the student felt that a higher grade should have been assigned.
- **NHU will maintain records of requests and disclosures of personally identifiable information, including the names and addresses of persons who requested the information and their legitimate interest in it.**

**Addenda**

Types of education records maintained at NHU and where they are located:

- The following education records* are maintained in the Office of Admissions/Registrar during the time a student is seeking admission to NHU:
  - Application form and correspondence related to it
- Recommendation forms
- Any related materials, such as transcripts, test scores, etc.

*N.B. Not included in the term “education records” are records relating to a student which are created or by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, to be used solely in connection with the provision of treatment to the student, and not disclosed to anyone other than individuals providing such treatment. These may be personally reviewed by a physician or other appropriate professional of the student’s choice.

- Upon receipt of all required admission documents, the Office of Admissions creates a permanent student file, which is housed and maintained at the Office of the Registrar. The following records will be added:
  - Copies of the letters/forms from the Provost relating to academic requirements such as petitions, request, etc.
  - Copies of letters/forms from a department personnel relating to department requirements, etc.
  - Other pertinent educational material

- Persons responsible for the maintenance of educational records:
  - Director of Admissions
  - Registrar
  - Academic Chairs/Coordinators

- Placement Files
  - Alumni have a choice of an open or confidential file. Those who wish to establish a confidential file may do so. Such a file will be destroyed at any time upon request of the owner.
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 University community administration, faculty, and students. 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. The Provost 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 Provost.
  - Request for on-campus solicitations or sales of newspapers, magazines, or periodicals published off-campus will be considered by the Provost.

- 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 Provost 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 Provost 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 President or the Provost.

- NHU will not provide lists of names and addresses of students for business purposes.
Appendix F: 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 of 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 and residence 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 second violation of this policy will result in dismissal.
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/Vice President; 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 three Grievance Officers. Grievance procedures are detailed in the main body or 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](http://www.ca.gov/Health.html)
- General information for Santa Clara County services: [www.sccgov.org](http://www.sccgov.org)

County Hospitals/Health Care Centers

**Santa Clara Valley Medical Center** [http://www.scvmed.org](http://www.scvmed.org)
751 S. Bascom Ave, San Jose 95128
(888) 334-1000 Full Service Primary Care: Pediatrics, OB/GYN, Adult Medicine
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
408-885-4164

**Santa Clara Valley Medical Center at Silver Creek**
1620 E. Capitol Expwy., San Jose
Appt. 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. 888-334-1000

**Valley Health Center at Fair Oaks**
660 Fair Oaks Ave., Sunnyvale
Appt. 888-334-1000

**Valley Health Center at East Valley**
1993 McKee Rd., San Jose
Appt. 888-334-1000

**Other Health Centers**

**Santa Clara County Mental Health Dept.**
Access-Program Information & Referrals
(800) 704-0900

**Santa Clara Count Dept. of Drug & Alcohol Services Information & Referral**
(800) 488-9919

**Gardner Family Health Network**
Comprehensive health care services at various locations. Medical (272-6300)
Dental (272-6360)

**Comprecare Health Center**
3030 Alum Rock Ave., San Jose

**Las Colinas Medical Center**
2820 Alum Rock Ave., San Jose
729-2900
Family Resource Centers

Asian Pacific Family Resource Center
625 Wool Creek Dr. 299-1500

Gilroy Family Resource Center
7560 Monterey Rd. 846-5000

Nuestra Casa #F Ujirani
1998 Alum Rock Ave. 251-9491

Family Resource Center
1023 E. Brokaw Rd. 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 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
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 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 periodically. Please see the Registrar for questions or additional information.

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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 Vice President of Finance and Administration 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.