The National Hispanic University awards the following degrees and certificates:
Associate Degrees in Business Administration, Computer Networking, Child Development, Liberal Studies, Mathematics and Science, Mathematics and Science with Engineering Emphasis and; Bachelor’s Degrees in Business Administration, Computer Information Systems, and Liberal Studies; Credential Programs for Teacher Preparation, and Certificates in Child Development and Translation and Interpretation.

The National Hispanic University is accredited by WASC;
WASC - Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges; 985 Atlantic Avenue, #100 - Alameda, CA 94501 - (510) 748-9001
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Preamble

NOTE ABOUT THE CATALOG AND POLICY CHANGES:

Every effort has been made to insure 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 regulations of the University printed in this catalog. Information in this catalog does constitute a contract between The National Hispanic University and a student or an application for admission.

The National Hispanic University reserves the right to add, amend or repeal any of its regulations, rules, resolutions, policies and rules of procedures, in whole or in part, at any times as it may choose. None shall be construed as, operate as, or have the effects of, an abridgment or limitation of any rights, power or privileges of the University. In addition, the University reserves the right to revise its 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:
Take US-101 SOUTH towards SAN JOSE Take the 680 North to Sacramento
Take the I-280/I-680 exit towards SACRAMENTO
Take the I-680 exit towards SACRAMENTO
Take the CAPITOL EXPRESSWAY
Continue on EAST CAPITOL EXPRESSWAY
Turn Left on STORY RD
After the STORY/WHITE RD intersection, The National Hispanic University will be on the left-hand side
Arrive at 14271 STORY RD, SAN JOSE

From Highway 101 South:
Take US-101 NORTH towards SAN JOSE
Take the I-280/I-680 exit towards DOWNTOWN SAN JOSE/SACRAMENTO
Take the I-680 exit towards SACRAMENTO
Take the CAPITOL EXPRESSWAY exit
Continue on EAST CAPITOL EXPRESSWAY
Turn Left on STORY RD
After the STORY/WHITE RD intersection, The National Hispanic University will be on the left-hand side
Arrive at 14271 STORY RD, SAN JOSE

From Highways 280 or 680:
Take the CAPITOL EXPRESSWAY exit
Continue on EAST CAPITOL EXPRESSWAY
Turn Left on STORY RD
After the STORY/WHITE RD intersection, The National Hispanic University will be on the left-hand side
Arrive at 14271 STORY RD, SAN JOSE
# Academic Calendar

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

## Summer Semester 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Summer Intersession Begins</td>
<td>June 8, 2009</td>
</tr>
<tr>
<td>Undergraduate Summer Intersession Ends</td>
<td>June 17, 2009</td>
</tr>
<tr>
<td>Undergraduate Summer Semester Begins</td>
<td>June 22, 2009</td>
</tr>
<tr>
<td>Summer Bridge Begins</td>
<td>June 29, 2009</td>
</tr>
<tr>
<td>Independence Day Holiday Observed (NHU Closed)</td>
<td>July 3, 2009</td>
</tr>
<tr>
<td>Undergraduate Summer Semester Ends</td>
<td>July 30, 2009</td>
</tr>
<tr>
<td>Summer Bridge Ends</td>
<td>August 7, 2009</td>
</tr>
</tbody>
</table>

## Fall 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Module 1 Begins</td>
<td>August 17, 2009</td>
</tr>
<tr>
<td>Undergraduate Begins</td>
<td>August 22, 2009</td>
</tr>
<tr>
<td>Fast Track Section 1 Courses Begin</td>
<td>August 24, 2009</td>
</tr>
<tr>
<td>Labor Day (NHU Closed)</td>
<td>September 7, 2009</td>
</tr>
<tr>
<td>Teacher Education Module 1 Ends</td>
<td>September 24, 2009</td>
</tr>
<tr>
<td>Teacher Education Module 2 Begins</td>
<td>September 28, 2009</td>
</tr>
<tr>
<td>Fast Track Section 1 Courses End</td>
<td>October 20, 2009</td>
</tr>
<tr>
<td>Fast Track Section 2 Courses Begin</td>
<td>October 21, 2009</td>
</tr>
<tr>
<td>Teacher Education Module 2 Ends</td>
<td>November 5, 2009</td>
</tr>
<tr>
<td>Teacher Education Module 3 Begins</td>
<td>November 9, 2009</td>
</tr>
<tr>
<td>Veterans Day (NHU Closed)</td>
<td>November 11, 2009</td>
</tr>
<tr>
<td>Thanksgiving Day (NHU Closed)</td>
<td>November 26 &amp; 27, 2009</td>
</tr>
<tr>
<td>Teacher Education Module 3 Ends</td>
<td>November 17, 2009</td>
</tr>
<tr>
<td>Fast Track Section 2 Courses End</td>
<td>December 18, 2009</td>
</tr>
<tr>
<td>Undergraduate Ends</td>
<td>December 18, 2009</td>
</tr>
<tr>
<td>Winter Break (NHU Closed)</td>
<td>December 21, 2009-January 10, 2010</td>
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</tbody>
</table>

## Spring 2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation &amp; Interpretation Classes Begin</td>
<td>January 11, 2010</td>
</tr>
<tr>
<td>Teacher Education Module 1 Begins</td>
<td>January 11, 2010</td>
</tr>
<tr>
<td>Martin Luther King Day (NHU Closed)</td>
<td>January 18, 2010</td>
</tr>
<tr>
<td>Undergraduate Spring Semester Begins</td>
<td>January 25, 2010</td>
</tr>
<tr>
<td>Fast Track Section 1 Courses Begin</td>
<td>January 25, 2010</td>
</tr>
<tr>
<td>President’s Day (NHU Closed)</td>
<td>February 15, 2010</td>
</tr>
<tr>
<td>Teacher Education Module 2 Begins</td>
<td>February 22, 2010</td>
</tr>
<tr>
<td>Fast Track Section 1 Courses End</td>
<td>March 23, 2010</td>
</tr>
<tr>
<td>Fast Track Section 2 Courses Begin</td>
<td>March 24, 2010</td>
</tr>
<tr>
<td>Undergraduate Spring Break</td>
<td>March 29, 2010–April 2, 2010</td>
</tr>
<tr>
<td>Teacher Education Module 2 Ends</td>
<td>April 1, 2010</td>
</tr>
<tr>
<td>Teacher Education Module 3 Begins</td>
<td>April 5, 2010</td>
</tr>
<tr>
<td>Teacher Education Module 3 Ends</td>
<td>May 13, 2010</td>
</tr>
<tr>
<td>Fast Track Section 2 Courses End</td>
<td>May 27, 2010</td>
</tr>
</tbody>
</table>
Undergraduate Spring 2010 Ends .......................................................... May 28, 2010
Memorial Day (NHU Closed) ......................................................... May 31, 2010
NHU Graduation ....................................................................... June 5, 2010

**Summer Session 2010**

Undergraduate Summer Intersession begins ..................................... June 7, 2010
Undergraduate Summer Intersession ends ...................................... June 17, 2010
Undergraduate Summer Session begins ........................................ June 21, 2010
Independence Day Observed (NHU Closed) .................................... July 5, 2010
Undergraduate Summer Session ends ............................................. July 30, 2010

**Fall Semester 2010**

Teacher Education Module 1 Begins ........................................... August 16, 2010
Undergraduate Semester Begins ............................................... August 23, 2010
Fast Track Section 1 Courses Begin ........................................... August 23, 2010
Labor Day (NHU Closed) ............................................................. September 6, 2010
Teacher Education Module 1 Ends .............................................. September 23, 2010
Teacher Education Module 2 Begins ........................................... September 27, 2010
Fast Track Section 1 Courses End .............................................. October 19, 2010
Fast Track Section 2 Courses Begin ........................................... October 20, 2010
Teacher Education Module 2 Ends .............................................. November 4, 2010
Veterans Day (NHU Closed) ........................................................ November 11, 2010
Thanksgiving Day (NHU Closed) ................................................ November 25 & 26, 2010
Teacher Education Module 3 Begins ........................................... December 16, 2010
Fast Track Section 2 Courses End .............................................. December 17, 2010
Undergraduate Semester Ends ................................................... December 17, 2010
Winter Break (NHU Closed) ........................................................ December 20, 2010-January 7, 2011

**Spring Semester 2011**

Teacher Education Module 1 Begins ........................................... January 10, 2011
Martin Luther King Day (NHU Closed) ........................................ January 17, 2011
Undergraduate Spring Day (NHU Closed) ..................................... January 24, 2011
Fast Track Section 1 Courses Begin ........................................... January 24, 2011
President’s Day (NHU Closed) .................................................... February 17, 2011
Fast Track Section 1 Courses End ............................................. March 22, 2011
Fast Track Section 2 Courses Begin ........................................... March 23, 2011
Spring Break .......................................................... March 28, 2011—April 1, 2011
Fast Track Section 2 Courses End ............................................. May 26, 2011
Undergraduate Spring Semester Ends ........................................ May 27, 2011
Memorial Day (NHU Closed) ..................................................... May 30, 2011
NHU Graduation ....................................................................... June 4, 2011
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 National Hispanic University (NHU), let me tell you that you would enter a 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 our community, 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 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, 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 expect much of our students. And we give much so that they will meet our expectation.

Let me share with you several of our goals during the two-year life of this catalog about which I am excited.

• Our faculty will integrate course content with community concerns to make classes immediately relevant.
• Our recruiters will increase the size of our student body.
• Our financial aid officers will increase scholarship opportunities.
• Our faculty will maintain high standards while offering more classes.
• Our academic support officers will increase support services, expand and enhance student life.
• Our faculty leaders are expanding baccalaureate degree offerings and introducing a master’s degree.
• 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,

David P. Lopez, Ed.D.
President
Mission and History

The mission of The National Hispanic University (NHU) is 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.

Goals and Objectives

The National Hispanic University 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 The National Hispanic University 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 to 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 Objectives

To fulfill its mission, The National Hispanic University is committed to the following student learning outcomes:
1. Written Composition
2. Critical Thinking
3. Information Literacy
4. Oral Communication
5. 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 of the University

The National Hispanic University 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 influxes 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 The National Hispanic University 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. In 1980, 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 The National Hispanic University 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 (BABEL) directed by 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 The National Hispanic University 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. The late 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 2010, 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).

NHU has approval from the California Commission on Teacher Credentialing to grant Multiple and Single Subject Teaching Credentials (English, Math, Science, Social Science, P.E., Art, and Spanish) and BCLAD/CLAD Certificates.

NHU has an approved Elementary Subject Matter Program. NHU is accredited by the California Commission on Teacher Credentialing (CCTC) to issue the Multiple Subject Credential, the Mild to Moderate Education Specialist, and the Single Subject Credential in Art, English, Mathematics, Physical Education, Science, Social Science, and Spanish. In addition, the Clear Credential and CTEL/CLAD certificate has also been approved by the CCTC.

### University Facilities

When founded in 1981, The National Hispanic University 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, in a larger and safer facility. Simultaneously, as the result of a Board of Trustees recommendation and in keeping with the goal of offering post-secondary education to more Hispanics, NHU opened its San Jose campus on East Gish Road. San Jose was chosen as a site 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 which includes a 3-story, 65,000 square foot learning facility, plaza/amphitheatre and athletic field. The new learning facility has 18 classrooms, 2 science laboratories, 3 computer laboratories, a new CCS, administrative office space and a library.

### University Educational Partnerships

The National Hispanic University maintains several vital partnerships in the Silicon Valley. A key partnership is NHU/SJSU partnership. This is an articulation agreement between the two universities establishing 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.

We have partnerships with San Jose City College, Evergreen Valley College, Foothill and DeAnza College District. Furthermore, we have sustained partnerships with NASA/Ames, Santa Clara County Office of Education and with several community serving non-profits and corporate entities.
University Assessment Plan

The National Hispanic University has five student learning outcomes that will be phased in over a four year period: Written Composition, Critical Thinking, Information Literacy, Oral Communication, and Cultural Competency. After the initial year each student learning outcome will continue to be assessed in subsequent years. Written Composition was assessed during the first year of the assessment plan in 2008-2009. During the second year, 2009-2010, two student learning outcomes will be assessed: critical thinking and information literacy. Oral Communication will be phased in during 2010-2011 and cultural competency will be assessed beginning in 2011-2012.

Academic Programs

NHU offers academic degree programs in Business Administration, Computer Information Systems, Child Development, Liberal Studies, and Math and Science.

Business Administration

- Associate of Arts Degree in Business Administration
- Bachelor of Arts Degree in Business Administration

Computer Information Systems

Please note: Program is currently under review and thus will not be accepting new students until further notice.

- Associate of Science Degree in Computer Networking
- Bachelor of Science in Computer Information Systems

Child Development

- Associate of Arts Degree
- Certificate Program in Child Development:
  - Assistant Teacher/After-School Instructional Aid
  - Associate Teacher
  - Family Child Care Provider
  - Site Supervisor
  - Teacher/Master Teacher

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. Students should declare a major before completing 60 units or prepare to transfer to another institution.

Transfer Program

The University offers articulated courses that are transferable to San Jose State University. Students interested in transferring must complete a minimum of 60 transferable units.

Liberal Studies

- Associate of Arts Degree in Liberal Studies
- Bachelor of Arts in Liberal Studies with emphasis in:
  - Cross-Cultural Studies
  - Child Development
  - Chicano/Latino Studies

Note: California Commission on Teacher Credentialing Subject Matter Approved Program.

Mathematics and Science

- Associate of Science Degree in Math and Science
- Associate of Science Degree in Math and Science with Engineering Emphasis

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
- Single Subject in English, Social Science, Mathematics, Science, Physical Education, Art, and Spanish.
- 2042 Special Education Mild/Moderate Tier I, and Ryan Clear Credential courses.
Certificate Programs

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

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

Translation and Interpretation

Prepares interpreters and translators in a Spanish-English combination.
Admission to the University

General Admission Policies and Procedures

NHU selects students on the basis of educational preparation, intellectual capacity and motivation. Candidates for admission 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 this University.

Admission is based on the probability for successful study in the chosen program at The National Hispanic University. Grade point average, degrees, diplomas and/or certificates, completion of program, prerequisites and one letter of recommendation are used to determine the potential for success.

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 students need to 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;
- Have a minimum secondary school grade point average (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 in writing to NHU admissions for consideration on a probationary admission for the first semester of enrollment. Students admitted on probation must obtain a 2.0 or better in their first semester to continue. Failure to do so may disqualify the student.

Students need to provide the following to the Office of Admissions in order to ensure proper processing of the application;

- Complete NHU admission application;
- A $50.00 non-refundable application fee;
- An official high school transcript or an official GED test score. (Must be sent directly from originating school/agency to NHU). A student unable to provide these may complete a High School Graduation/GED Statement, attesting to having completed high school or the GED;
- Official transcript from each college attended, if applicable*;
- Statement of purpose;
- Enrollment Agreement.

*Official transcripts must be sent directly to the Office of Admissions from each originating high school/agency and/or each college attended. *Issued to Student* transcripts will not be accepted. 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. This evaluation report must be sent directly to the Office of Admissions from the agency. If the documents are not in English, they must be accompanied by an English translation. Information on approved agencies may be obtained from the Office of Admissions.

Orientation and Academic Placement

NHU requires all entering undergraduate students to attend New Student Orientation administered in the Center for College Success. Orientation includes an introduction to NHU, expectations, where to find help, and information about academic assessment in English and Mathematics. Exceptions will be made to students transferring equivalent ENG 100 or MAT 100 coursework.

Official Admission

A student is officially admitted once he/she submits a completed application to the Office of Admissions along with the required documents as described in this section, and has received an acceptance letter.

The applicant is notified in writing regarding the admission. The final responsibility for the fulfillment of all admission requirements lies with the student. When in doubt, the student should consult the Office of Admissions.
High School Equivalency Exam / State of California Proficiency Exam

A student who does not possess a high school diploma, but can demonstrate high school equivalency through the successful completion of the General Equivalency Development (GED) test, must submit to the Office of Admissions the official test scores, which meet the state’s minimum for passing. Students who have not earned a high school diploma or GED must submit proof of passing the California High School Proficiency Examination.

Conditional Admission

Under certain circumstances, an undergraduate student may be conditionally admitted before a full admission is completed. In these cases, the student must have:

- Completed the admission application and paid the application fee;
- Signed a Conditional Admission Contract;
- Submitted copy of high school transcript, or high school alternative form (upon approval), and copy of transcripts for all colleges attended, until official transcripts are received (official transcripts must be sent directly from originating school/agency or college to NHU);
- Submitted an Enrollment Agreement;
- Submitted a statement of purpose;
- Submitted a GPA petition letter (if applicable);

All missing items have to be provided within the first semester in which the student enrolls. Students not complying with conditional admission within the allowable time frame may be dismissed from NHU and student status will be changed to inactive status. Students dismissed must reapply for admission, submit all required documents, and pay all applicable fees. If a student has been on conditional admission and is dismissed he/she is not eligible for conditional admission a second time for the same missing documentation.

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. Students must submit an “Attendance approval for High School Student” form.

Freshman

NHU may conditionally accept first-time freshman providing 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. If student transcript does not meet the 2.0 requirement, student must petition to NHU for admission, and student may be put on probation their first semester of study. Student will not qualify for official acceptance until official high school transcripts are sent to NHU with 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 30 units, or 45-quarter units of college level coursework, with a 2.0 GPA.

The National Hispanic University evaluates, without prejudice, applicants for admission. 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. The Office of Admissions will not accept transcripts as official if they are issued to students. In addition, transfer students must comply with all graduation requirements as they appear in this catalog under Academic Requirements at Graduation.

Admission to the Teacher Credential Program from another University

Candidates are required to complete the following requirements to be accepted into the credential program:
• A Bachelor’s Degree from an accredited institution, or a verified baccalaureate from an accredited foreign institution evaluated as comparable to U.S.
• Passing scores on the California Basic Educational Skills Test (CBEST).
• Must have earned 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 probationary status their first semester of enrollment. Failure to meet the 3.0 requirement for first semester of study may disqualify the student.
• Six units from other accredited institutions will be accepted towards the preliminary credential. Additional units may be accepted with the Chair’s approval only.

Provide the following documents in order to complete NHU’s Teacher Education admissions process:

a) NHU admission application
b) $50 non-refundable admission fee
c) Enrollment Agreement
d) Official transcripts from all colleges attended, (Must be sent directly from the originating college/agency to NHU)
e) Two letters of recommendation
f) Statement of Purpose
g) High school Graduation Statement form; or GED Equivalency form; or equivalent.
h) Copy of passing CBEST scores, or equivalent.

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

• NHU application
• $50 non-refundable application fee for inactive students only*
• Statement of purpose
• One letter of recommendation (Credential Program)
• Enrollment agreement

• Official transcripts for courses taken elsewhere after NHU (if applicable)

Note: The CBEST is no longer a requirement for admission to the University but it is still a requirement of the Teacher Education Program.

* For further information, refer to “RE-ADMISSION” policy.

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

Candidates are required to complete the following requirements to be accepted into the teacher credential program, or to clear their credential:

• NHU admission application
• $50.00 non-refundable admission fee
• Enrollment Agreement
• Valid California Teacher Credential*

Sojourn Credential Candidates

Candidates are required to complete the following requirements to be accepted into the teacher credential program, or to clear their credential.

• NHU admission application
• $50.00 non-refundable admission fee
• Enrollment Agreement
• Valid California Teacher Credential

Enrollment Agreement

All students must submit a completed and signed Enrollment Agreement to the Office of Admissions, prior to registering for courses.

Admission of International Students

In addition to the items required of all applicants as described above, in previous sections of Admissions. International student applicants, or those holding U.S. visas as students, are required to provide the following to the Office of the Admissions:
• A completed Student’s Confidential Declaration of Finances Form (in U.S. dollars, a minimum of $25,000). This declaration should be completed and signed by the applicant and his or her sponsor or guarantor.

• An original or certified copy of Bank Letter(s) verifying that the applicant, sponsor or guarantor has sufficient funds (in U.S. dollars, a minimum of $25,000) 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 minimum of $25,000 is not met, applicant must provide 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 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 of study at NHU. In case the visa application is denied, the applicant must return the Certificate of Eligibility for Student Visa to NHU, and a refund of the $500 deposit will be processed within the designated on the Certificate of Eligibility for Student Visa. Allow 3-4 weeks to process the refund. The deposit will be non-refundable for any international student who uses a Certificate of Eligibility for Student Visa issued by NHU to enter the United States; changes their visa status, or transfers to another school during the first of study.

International students who possess a Certificate of Eligibility for Student Visa and want to transfer from another college in the U.S. to NHU are not obligated to leave the deposit, but must complete a Transfer Eligibility Form and submit to the Office of Admissions of acceptance or denial will be issued. 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- undergraduate students will be required to take a placement exam prior to registration. The test results will determine if any course work will be necessary before the student is permitted to enroll in degree courses. This must be done prior to meeting with their advisor to register for classes for the first time. Exception will be made for those students who have taken college level courses equivalent to ENG 100 and MAT 100 and passed the course with a C- or better.

Obtaining and Maintaining Student Visa Status

All prospective international students of the University must obtain a Certificate of Eligibility for Student Visa Office of Admissions should be contacted for information and procedures regarding the Certificate of Eligibility for Student Visa. The Certificate of Eligibility for Student Visa 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.

For students who are applying for a student visa for the first time, or have been absent from the United States for more than 5 months, a SEVIS I-901 fee must be paid after you receive your Certificate of Eligibility for Student Visa, and prior to scheduling an appointment at the U.S. Consulate for your visa.

The Certificate of Eligibility for Student Visa must be presented to an American embassy or consulate abroad in order to obtain a Student Visa (F-1). It must also be presented, if the prospective student is already in the United States, and transferring from another school within the United States to the International Student Advisor at the school currently being attended, in order to process the transfer as instructed by United States Citizenship and Immigration Services.

Transferring Credits

Credits from Other Colleges and Universities

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

Transferability of other courses will be considered on a case-by-case basis. Normally, Computer Science courses that are more than 3 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. However, the work must be of acceptable quality (i.e., courses with a letter grade of C- or better); be comparable in nature, content and level of credit; and be appropriate to the student’s program. An official transcript from each college attended must be submitted, along with the other required admission documents.

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 if:

- Technology courses are not older than three years;
- Reading courses are not older than 5 years; and
- Teacher Education courses are not older than 7 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 4-year college are accepted as transferable units. Courses taken in a community college 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 generally requires that at least the last 30 units of a baccalaureate degree be completed in residence at NHU. Open University credits are not applicable toward 30-unit residency requirement. All international students must have their transcripts evaluated by a recognized and certified agency, which evaluates foreign educational credentials. This evaluation report must be submitted directly from evaluation agency to the Office of Admissions. Inquiries about approved agencies may be obtained from Office of Admissions.

The University 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 grade point average.

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 an Advanced Credit Evaluation Form to determine the remaining requirements for the student’s specific degree objective.

Advanced Credit Evaluation 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.

If a student wishes to verify how many units will transfer before fully enrolling at the university, a transcript analysis can be done for a fee of $50.00. If the student later decides to enroll in the university the fee will be applied towards the application fee.

Transcript evaluations remain valid as long as the student matriculates within a year from when transcript analysis fee is paid, pursues the objective declared and remains in continuous attendance.

Students and NHU are bound by the catalog academic requirements for the initial year in which the student registered. Students have the option to fulfill the catalog requirements of the year they graduate. This option must be declared by the end of their Junior year. Nevertheless, students will be responsible for complying with changes in other non-academic regulations, policies and procedures that may appear in subsequent catalogs.

Importing Credits for Non-Traditional Education
The University will follow 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).

Advanced Placement
NHU grants credit toward its undergraduate programs to students who have successfully completed the examinations of the Advanced Placement Program of the College Board. A student, who presents a score of three or better on AP exams taken before college, will be granted 3 to 6 semester units of lower division
baccalaureate 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 College Level Examination Program (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), GE 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 credit 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.

- SCI 100
- SPA 230  (Spanish challenge exam available fall 2009)
- SPA 231  (Spanish challenge exam available fall 2009)
- CS 100
- CS 103

Students must meet the following criteria:

- 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.
- Failure to pass the examination will result in the student having to take the course if credit for the course is needed.
- Challenges are limited to two per semester.

**Re-admission**

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 re-admission,
- Complete the admissions application,
- Pay the application fee, submit an enrollment agreement, and
- Submit official transcripts of any college work attempted in the interim.

Students absent from the University for five years or more, must re-submit all the required admission documents, and pay the application fees required for new students prior to admission. Students seeking re-admission must 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 re-admission.

**Students on Academic Probation**

Students who were on academic probation at the end of the last period of enrollment may be re-admitted but placed on probation for a term of one semester providing they are eligible. They must also consult with their 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.

- At the discretion of Advisor student may be considered for additional units.

**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 to Open University admissions:

- Open University permits a student to enroll in regular curriculum courses on a space-available basis.
- Students are only allowed to take a maximum of 12 undergraduate units or 9 post baccalaureate units. Students seeking a certificate/degree must formally apply to the University;
- Eligible students are those that have not applied nor been admitted by NHU as a regular student for the desired. NHU employees and their eligible dependents are also eligible for this program.
- 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.

To register, student must get approval from an advisor, and students need to complete an Open University application and registration form; then submit both signed forms to the Business Office. If the student wants to drop the course they must complete an Add/Drop form and submit it to the business office before the fourth class meeting. Open University students must adhere to the Adding/Dropping and refund policies found in this catalog 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.

**Articulation Agreements**

The National Hispanic University has established Articulation Agreements with other accredited academic institutions. The purpose of these agreements 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. 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 2009-2010. These amounts are subject to change without further notice.

Tuition and Mandatory Fees

<table>
<thead>
<tr>
<th>Tuition and Mandatory Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition</td>
<td>$260.00/unit</td>
</tr>
<tr>
<td>Credential Tuition</td>
<td>$290.00/unit</td>
</tr>
<tr>
<td>Open University Tuition (Undergraduate courses)</td>
<td>$300.00/unit</td>
</tr>
<tr>
<td>Open University Tuition (Credential courses)</td>
<td>$325.00/unit</td>
</tr>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Other Fees</td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee (applies to all students who register after the first class meeting)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Student ID Replacement Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Laboratory Fee (applies to courses with laboratory component, non-refundable)</td>
<td>$25.00/course</td>
</tr>
<tr>
<td>Library Fee Effective 2010</td>
<td>$25.00/semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Transcript Analysis Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Emergency Transcript Fee: One Day Rush Transcript</td>
<td>$10.00/each</td>
</tr>
<tr>
<td>Rush Transcript Fee</td>
<td>$8.00/each</td>
</tr>
<tr>
<td>Two – Six Day Rush Service</td>
<td></td>
</tr>
<tr>
<td>Regular Transcript Fee: 7+Day(s) Service</td>
<td>$4.00/each</td>
</tr>
<tr>
<td>Additional Regular Transcript Fee</td>
<td>$2.00/order</td>
</tr>
<tr>
<td>Returned Check Fee First occurrence</td>
<td>$25.00/check</td>
</tr>
</tbody>
</table>

Note: Health Insurance Plan is Mandatory for International Students. Please consult the Office of Admission & Registrar.

Other Fees

The charges related to tuition and fees described in this section apply to the current academic year only. Tuition and fees are subject to change.

Methods of Payment

The National Hispanic University accepts the following payment for student’s account:

- Cash
- Check, cashier’s check, certified money order, or money order
- Credit Cards: Visa, MasterCard, and Discover Card only.

All checks and money orders should be made payable to The National Hispanic University and include appropriate identification, such as name, social security number, or driver’s license number. Student’s whose checks are returned due to insufficient funds will be subject to cancellation of their registration in addition to the $25.00 / $35.00 returned check fee.

Payment Deferral

Students who register for classes prior to the beginning of a semester must pay tuition and registration fee in full on the day he/she registers for classes. However, payment may be deferred for students in the following categories:

- Those who receive financial aid and/or scholarships.
• Those who signed up for an Installment Payment Plan (IPP). IPP will be broken into three monthly installments per semester and all balances must be paid in full by the end of the current semester.

Students on financial aid and/or scholarships will be given a deferral of their payments until the loan or grant or scholarship is received by NHU. After all financial aid and/or scholarships are credited to the student’s account; any remaining balance is due before the end of the current semester.

**Unpaid Balances**

Holds will be placed immediately on accounts of students with an unpaid balance after the semester ends and/or after the third or last payment due date. A student under this circumstance will not be allowed to register for the following semester, request a transcript, request a diploma and/or certificates.

**International Student Expenses**

International students are responsible for all their expenses while studying at the National Hispanic University. The expenses include tuition fees, registration fee, room and board and other educational expenses.

International students pay the same tuition rate as regular students but they are required to:
1) Register for at least 12 units for the Fall and Spring semesters (9 units for credential students).
2) Pay tuition and registration fee in full upon registration.
3) Show proof of health insurance upon registration.

All international students need to be aware that the University does not offer grants, financial aid and scholarship to all international students.

**Tuition Refund Policy**

The schedule of tuition refund applies to all NHU students; percentages listed (days 0-24) will be applied to University Registration and Tuition Fees.

<table>
<thead>
<tr>
<th>Working Days Elapsed</th>
<th>Percentage of Fees Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 days</td>
<td>100%</td>
</tr>
<tr>
<td>7-12 days</td>
<td>75%</td>
</tr>
<tr>
<td>13-18 days</td>
<td>50%</td>
</tr>
</tbody>
</table>

Students who withdraw or drop courses on or before the 24th working day, counting from the first day of instruction maybe eligible to receive a refund of some fees. To withdraw or drop courses, students must complete either a “Withdrawal Petition Form” or a “Drop Form”. Both forms can be obtained from the Office of Admission & Registrar.

Exemptions to this policy are the following:

1) Directed Study (D.S.): Students who signed up for a D.S. will not be eligible for any tuition refund once the student turns in their registration or add form to the Bursar’s Office.

2) Continuing Education Units (C.E.U.): Students who signed up for C.E.U. will not be eligible for any refund once the Bursar’s Office received the student’s C.E.U. application and payment.

3) One Unit Classes (ex. INFO 100): Since schedule of these classes are short, students are required to drop this class on or before the second class meeting to get a full refund. There will be no further assessment of tuition refund after the said deadline.

The effective date to determine a refund will be based on the actual submittal date of the “Withdrawal Petition Form” or “Drop Form” to the Bursar’s Office.

Refunds shall be made within 30 days of the official withdrawal, or 30 days of the date of determination of withdrawal.

If a student stops attending a class without officially withdrawing or dropping, the student will be charged for the entire tuition fee and any fees associated to that class.

Note: It is the student’s responsibility to drop a class on a timely manner.
Financial Aid and Scholarships

University Policy on Financial Aid

The goal of the Office of Financial Aid and Scholarship at The National Hispanic University 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 at NHU.

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 towards 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 needs to:

• Apply for admission to NHU.
• Obtain current Financial Aid and Scholarship Applications from the Office of Financial Aid and Scholarship.
• Complete and submit applications according to given instructions. All applications must be completed before the processing of a student’s financial aid award begins.

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.

Specific eligibility requirements vary between programs. The following criteria apply to all Federal Student Aid programs:

• Be accepted and enrolled in an eligible program leading to a degree, or a certificate;
• Be a U.S. citizen, or eligible non-citizen;
• Have a valid social security number;
• Demonstrate financial need, except for some loan programs;
• Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that the financial aid monies will only be used for educational purposes;
• Maintain satisfactory progress in a course of study according to the standards and practices of NHU;
• Not owe a refund on a federal Pell Grant or be in default on any Federal Educational Loan;
• Have met legal requirements for selective service registration, if applicable.

Financial Aid Programs

Federal Programs

Federal Pell Grant Program
The Federal Pell Grant Program provides grants to help undergraduate students, with financial needs, to meet the costs of post-secondary education. To receive Pell Grants, students must complete the Free Application for Federal Student Aid (FAFSA) and demonstrate financial need. All Federal Pell Grants are gift aid awards and do not have to be repaid.

Academic Competitiveness Grant (ACG)
An Academic Competitiveness Grant provides $750 for the first year of study and $1,300 for the second year. Note: The amount of the ACG, when combined with a Pell Grant, may not exceed the student’s cost of attendance. In addition, if the number of eligible students is large enough that payment of the full grant amounts would exceed the program appropriation in any fiscal year, then the amount of the grant to each eligible student may be ratably reduced.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)
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 (FWS)
FWS is a campus-based program that provides job opportunities, both on and off campus, to Federal aid eligible students as an aid to meeting the costs of post-secondary 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 Stafford Loan Program

Federal Stafford Loans are low interest loans for students enrolled in a degree of certificate program to help pay for the costs of post-secondary education. To participate, the student must submit a completed FAFSA, and obtain a school certification and apply to a lender. The lender disburses funds to NHU and the student’s account is credited. 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.

State Programs

The Cal Grant Program is a state funded educational opportunity grant program, which 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 be US Citizens or eligible non-citizen and California residents. Students must not be in default of a student loan and must be meeting satisfactory academic progress as defined by the University.

Cal Grant A
(Entitlement and Competitive Awards)

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

Cal Grant B
(Entitlement and Competitive Awards)

Cal Grant B Entitlement Awards provide grant funds assisting students with the costs of post-secondary education. Grants are awarded to California residents attending qualified institutions. Entitlement awards are guaranteed for students with at least a 2.0 grade point average and meet need qualifications. Those who do not qualify for entitlement awards will be considered for competitive awards. Competitive awards 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 aid and does not have to be repaid.

Assumption Program of Loans for Education (APLE)

Assumes up to $11,000 in loan debt for students pursuing a K-12 teaching career, in exchange for 4 years of teaching service. APLE is also available for undergraduate students who intend on pursuing an initial teaching credential.

Institutional Scholarships

Several institutional scholarship programs are available to qualified students attending NHU. Scholarships are available each academic year, subject to satisfactory academic progress and the availability of funds. Eligibility for the National Hispanic University Scholarship funds is based both on financial need, academic merit as well as specified criteria set by respective donors.

For those who qualify, NHU scholarship assists qualified students in paying for tuition, fees, and textbooks. Award amounts are based on financial need and/or academic merit. NHU scholarships are funded by donations from the Board of Trustees and other donors.

Deadlines for NHU Scholarship Fund Application are set the beginning of each semester. Applications are available in the Office of Financial Aid and Scholarship and are available on NHU website (www.nhu.edu).

Eligibility Requirements

• Must be a student at The National Hispanic University; NHU Scholarships are not transferable to other institutions.
• Must submit a complete NHU Scholarship Application to the Office of Financial Aid & Scholarship.
• Must have a cumulative grade point average of at least 2.0. All students applying for a merit based award must have at least a 3.0 GPA.
• Must be enrolled for and complete at least 6 units per semester at NHU.
• Must submit a complete FAFSA or relevant income information to the Office of Financial Aid and Scholarship.

Application procedures:

• Submit complete NHU Scholarship Application to the Office of Financial Aid & Scholarship - only completed applications will be considered for award.
• Submit complete FAFSA or relevant income information to the Office of Financial Aid & Scholarship.

• Applications are reviewed by NHU Scholarship Committee which includes representatives from each academic department.

• Letters will be sent to awardees and each respective account will be credited.

• NHU Scholarship Funds will be awarded based on grade point average and/or financial need, and number of units registered for each semester (award amounts may vary based on availability of funds).

Terms and Conditions:

• Funds will be awarded upon notification from NHU Scholarship Committee Chairperson and/or Director of the Office of Financial Aid & Scholarship.

• Grades of “W,” “E,” “UW,” “I,” or “NC,” or dropping below half time enrollment may result in reduction or cancellation of scholarship award(s).

• Students on academic probation may not be eligible to receive NHU Scholarship.

• NHU Scholarship Committee reserves the right to change the amount of awards depending on availability of funds.

• Some NHU scholarships are contingent upon completing community service hours.

Other Scholarships

Enrollment Requirements
Full-time enrollment for undergraduate students consists of 12 units per semester and 9 for credential students. At a minimum, a student must be enrolled at least half time in order to be eligible for federal financial aid. Changes in a student’s enrollment may require an adjustment and/or repayment of financial aid funds awarded.

Leave of Absence/Withdrawal from NHU
If at any time, a student decides to leave NHU, it is absolutely necessary for him or her to make an appointment with the Director of Financial Aid and Scholarship for an exit interview prior to leaving the university. This applies to students who are taking a leave of absence, withdrawing, transferring to another institution, or who are dismissed form NHU. Failure to attend an exit interview may increase the risk of defaulting on student loans as well as incurring a potential liability to NHU for not maintaining compliance with a federal requirement. Students who withdraw or take a leave of absence may be subject to Return to Title IV Funds (R2T4).

Air Force ROTC
Students from the National Hispanic University, San Jose State, Stanford, Santa Clara, and other area colleges in the Silicon Valley are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) at San Jose State University.

The Air Force ROTC program is designed to provide instruction in leadership, management, and national security studies along with military education and training. This prepares the students for assignment to positions of responsibility and importance in the modern Air Force. Instruction is conducted at San Jose State University. This program offers all eligible SJU students the opportunity to obtain an officer’s commission in the United States Air Force while earning their college degrees.

Two to three year scholarships are available to eligible NHU students pursuing any academic major. Scholarships cover up to $15,000 of tuition and $600/year for books, plus a monthly stipend.

Students can enroll through San Jose State University. More information on Air Force ROTC can be found at afrotc.com or call 408-924-2960.

Veteran’s Benefits
The National Hispanic University 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 & Scholarship regarding their funding.

Satisfactory Academic Progress: The Implications on Financial Aid and Scholarship

Satisfactory Academic Progress is defined, calculated and reported by the Office of Admissions and Registrar (A&R). Each semester, A&R determines SAP for all registered students and forwards reports for each student to the Office of Financial Aid and Scholarship (OFA & S) for student files. A&R also circulates a list of students on different levels of Academic Probation to certain campus departments.

The implications of Academic Probation on Financial Aid and Scholarship are as follows:

1) Academic Probation (one semester of below a 2.0 GPA and/or completing less than 70% of registered units per semester). Students are able to
receive aid that they qualify for. Federal and State grants, Student Loans and Federal Work Study are awarded. NHU scholarship will not be awarded unless student appeals to the NHU Scholarship Committee and is approved for award.

2) In danger of Disqualification (two consecutive semesters of below 2.0 GPA and/or completing less than 70% of registered units per semester). Students are only able to receive Student Loans. Federal and State grants and Federal Work Study grant will not be awarded. NHU Scholarship will not be awarded unless student appeals to the NHU Scholarship Committee and is approved for award.

3) Disqualification (three consecutive semesters of below 2.0 GPA and/or completing less than 70% of registered units per semester). Student will not receive any aid. If allowed to register for classes, student must pay full tuition.

SAP Appeals (for Financial Aid and Scholarship Purposes Only)

A student on disqualification/suspension may appeal by indicating in writing to the Office of Financial Aid & Scholarship the following:

1) Reasons why he or she did not achieve academic standards, and

2) Reasons why his or her aid eligibility should not be terminated or should be reinstated. Each appeal will be considered on a case-by-case basis and approval and denial of appeal will take into consideration both Federal and State guidelines. Individual cases will not be considered as precedent.

The Office of Financial Aid & Scholarship will review the appeal within a month of its receipt and will determine whether the financial aid disqualification/suspension is justified. The student will be advised in writing of the decision.

Refunds

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

- Unsubsidized Federal Stafford Loans.
- Subsidized Federal Stafford Loans.
- Federal PLUS Loans.
- Federal Pell Grant Program.
- Federal Supplemental Educational Opportunity Grant (FSEOG).
- State Student Financial Assistance.
- Institutional Financial Assistance.
- Student.

Return to Title IV Funds (R2T4)

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If the recipient of Title IV grant or loan funds withdraws from school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

Up through the 60% point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of the Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, NHU will determine whether the student is eligible for a post-withdrawal disbursement.

Right to Information

Students have the right to a full explanation of NHU financial aid programs, policies, and procedures. Complete information is contained in NHU Financial Aid Policies and Procedures Manual, Financial Aid Student Handbook, and the other regulations available in the Office of Financial Aid and Scholarship.

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 & 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 & 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 insure the accuracy of the catalog, students are advised that the information contained in it 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 the University.

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 completed
- Sophomore: 30-59 units completed
- Junior: 60-89 units completed
- Senior: 90+ units completed

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 working toward an academic program and is enrolled for 12-15 units if in an undergraduate program or 9 units if in the teaching credential program.

Part-Time Student

A part-time student is working toward an academic program and is enrolled in 11 units or fewer per semester in an undergraduate program, and 8 units or fewer per semester in the teaching credential program.

Official Registration

Students must enroll in order to take specific course offerings at NHU. Students are enrolled in courses by consulting with their academic advisor. Course offerings each term are scheduled under the direction of the Provost. A list of the course offerings is available from the academic advisor and NHU’s Website http://www.nhu.edu/.

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;
- The advisor has approved the appropriate courses;
- The student has completed and submitted the appropriate registration forms to the Business Office and been processed by the Office of the Registrar, e.g. Registration Worksheet, Add and Drop forms, etc.;
- All tuition and registration fees have been paid in full or payment arrangements have been made;
- The student is in good academic standing. 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.

Registration for Individual Directed Studies

Individual Directed Study courses are offered under special conditions or educational needs which cannot be met by the 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, which will enable 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.

Directed Study is limited to students who meet the following requirements:

- Have at least a cumulative 3.0 Grade Point Average
• Are not on Academic Probation
• Have upper-division status
• Have not exhausted the maximum number of 12 units of Individual Directed Study at the National Hispanic University

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 work, resulting in 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. Individual Directed Study Forms must be approved by the Department Chair or Program Director on a case by case basis.

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 will not be counted in the student’s cumulative grade point average.

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 Registration with San Jose State University

The purpose of the San Jose State University cross-enrollment agreement is to allow students to enrich their educational experiences by attending classes at San Jose State University 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 six units at NHU. Enrollment is subject to space availability, satisfaction of course pre-requisites and/or approval by the instructor.

A student is qualified to cross enroll if he or she has met all of the following conditions:

1) Completed at least one term at the home campus as a matriculated student
2) Has a grade point average of at least 2.0 (C) in all work completed at home institution
3) Is enrolled for minimum of six units at the home institution
4) Has paid appropriate tuition and fees at the home institution
5) Has completed appropriate academic preparation as determined by the host campus

For additional information, contact the Office of the Registrar.

Enrollment

Enrollment Verification

Students who need enrollment verification from the University must be registered and in good academic standing. Students should allow a minimum of two days for processing of an enrollment verification request.

Census Date

The Census Date of the University represents a date in each academic session when the general enrollment statistics of the University are established. In general, the Census Date for each class is the fourth class meeting. Typically the Census date falls on the second Wednesday of a Monday –Wednesday class and the second Thursday of a Tuesday-Thursday class. The Census Date for classes that meet once a week (Friday or Saturday) is the second class meeting. Students will receive a withdrawal “W” on their transcripts for any courses dropped after the Census Date. The only exceptions are classes canceled by the Department Chair or a change from one section to another of the same course. A “W” is not a grade, has zero grade points and does not affect the student’s grade point average.

Changes in Enrollment

Adding/Dropping Courses

It is the students’ responsibility to observe the prescribed deadlines for the specific steps required to add/drop a course. Students wishing to add/drop a course are required to secure approval from their advisor and pay the corresponding fees. The appropriate form for adding/dropping courses can be obtained from the Office of the Registrar and must be returned by the
prescribed deadlines. Only when the completed “Add/Drop Form” has been submitted to the Business Office and processed through the Office of the Registrar does the change become official. The date of record is the date on which the Business Office receives the completed form.

Students who simply absent themselves from a class or tell the instructor that they are dropping the course, without filing the required form will 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 the University, as indicated in this catalog.

**Last Day to Add Courses**

The deadline for adding courses is the census date. No “Add/Drop Forms” will be accepted after the census date.

**Courses Dropped Before the Census Date**

Courses dropped before 5:30 p.m. on the census date will not appear on the student’s transcript.

**Courses Dropped After the Census Date**

Once the Census Date has passed, dropping courses can be done only for compelling reasons and requires the approval of the Department Chair. Courses dropped after the Census Date are recorded as a “W” on the student’s permanent academic record.

**Withdrawing from the University**

Students planning to withdraw from the University are requested to make an appointment with the Department Chair prior to initiating withdrawal procedures.

A student who wishes to withdraw from the University must secure a “Withdrawal Form” from the Office of the Registrar and must obtain the signatures specified on the “Withdrawal Form.” Only when the completed form has been returned to the Office of the Registrar does the withdrawal become official.

**Authorized Withdrawal**

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

The Department Chair is required to sign the “Withdrawal Form” as well as the Business Office. The Business Office retains a copy of the signed “Withdrawal Form” and initiates the calculation and distribution of a refund. The Business Office will then distribute copies to the student, the Financial Aid Office and the Office of the Registrar.

**Unauthorized Withdrawal**

Students who simply absent themselves from class or tell the instructor that they are withdrawing from the University without filing the required form will have an unauthorized withdrawal “UW” posted to their records.
Grading and Academic Standards Grades

Grading System

<table>
<thead>
<tr>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENT</strong></td>
</tr>
<tr>
<td>A                 4.0 grade points</td>
</tr>
<tr>
<td>A-                3.75 grade points</td>
</tr>
<tr>
<td><strong>ABOVE AVERAGE</strong></td>
</tr>
<tr>
<td>B+                3.35 grade points</td>
</tr>
<tr>
<td>B                 3.0 grade points</td>
</tr>
<tr>
<td>B-                2.75 grade points</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
</tr>
<tr>
<td>C+                2.35 grade points</td>
</tr>
<tr>
<td>C                 2.0 grade points</td>
</tr>
<tr>
<td>C-                1.75 grade points</td>
</tr>
<tr>
<td><strong>BELOW AVERAGE</strong></td>
</tr>
<tr>
<td>D+                1.35 grade points</td>
</tr>
<tr>
<td>D                 1.0 grade points</td>
</tr>
<tr>
<td>D-                0.75 grade points</td>
</tr>
<tr>
<td><strong>FAILURE</strong></td>
</tr>
<tr>
<td>F                 0 grade points</td>
</tr>
<tr>
<td><strong>OTHERS</strong></td>
</tr>
<tr>
<td>CR                Credit - 0 grade points</td>
</tr>
<tr>
<td>NC                No Credit - 0 grade points.</td>
</tr>
</tbody>
</table>

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:

Issued to a student who is making satisfactory academic progress in the process of completing degree requirements.

**UP** Unsatisfactory Progress
Issued to a student who is not making satisfactory academic progress in the process of completing degree requirements.

**W** Authorized Withdrawal - 0 grade points
Issued to a student who officially withdraws from a class and carries no academic penalty affecting the student’s grade point average.

**UW** Unauthorized Withdrawal - 0 grade points
Issued to a student who unofficially withdraws from a class and carries no academic penalty affecting the student’s grade point average.

**I** Incomplete - Non evaluative grade - 0 points
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”.

Enrollment Type

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Units Transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Denotes transferable units based on the Evaluation of Transfer Credit as explained in this Catalog.</td>
</tr>
</tbody>
</table>

**Audit** Audited 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.

Credit by Exam Credit by Examination
Students may challenge courses designated in the section of “Credit by Examination” if they take the required examination, have obtained Department Chair’s approval, and have met the required criteria.

Grade Change Change of grade
For more information, refer to grade change procedures in this catalog.
Units of Credit

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

Unit Hour Limitation

The average unit course-load per semester for a full-time student is 12-15 units in the Undergraduate Program. Any unit load over 18 is considered an 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 grade point average 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 NHU Office of the Registrar. Such a request must be accompanied by a payment of transcript fees and should be made at least one week 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 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.

Change of Grade

Once grades have been submitted to the Office of the Registrar, they will not be changed unless there has been an evident discrepancy and only after the student’s Department Chair has received the faculty member’s request giving the reason for the change. The change will become effective only after the Department Chair 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 Incompletes “I”, may be changed by the faculty based on work completed after the close of the semester. 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 from the University. 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 grade point average 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 grade point average falls below a “B” (3.0).
- Any upper division student whose cumulative grade point average 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 grade point average 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 grade point average 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 the University for unsatisfactory academic performance. A disqualified student may not register in any of the University’s courses and is denied all privileges of student status. To be considered for re-admission, 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, the student must meet the admission and degree requirements in effect at the time of re-admission, not the ones in effect upon your 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 grade point average 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 grade point average 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 grade point average 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 twelve units with a grade point average 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 grade point average not less than 3.50, will be graduated Cum Laude. Those who have maintained a grade point average not less than 3.70 will be graduated Magna Cum Laude. Those who have maintained a grade point average not less than 3.80 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: fulltime or part-time. The full-time Bachelor’s degree student must complete the entire 4 (four) academic year program in no more than 6 (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 academic 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 is 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 not 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>25 % of maximum</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor Degree</th>
<th>50 % of maximum</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 % of maximum</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>25 % of maximum</th>
<th>12</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 % of maximum</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>100 % of maximum</td>
<td>49</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate (CLAD/BCLAD)</th>
<th>25 % of maximum</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 % of maximum</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>100 % of maximum</td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Translation &amp; Interpretation Certificate</th>
<th>25 % of maximum</th>
<th>6</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 % of maximum</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>100 % of maximum</td>
<td>27</td>
<td>18</td>
</tr>
</tbody>
</table>

**Extended Enrollment Status**

The specific policies for continuation at the institution under an extended enrollment status are the following:

- The student is not eligible for financial aid at the institution.
- The student must seek to correct academic deficiencies by taking remedial courses, re-taking courses they have failed, or practicing previously learned skills in order to re-establish satisfactory progress. However, in no case can a student exceed one and one-half times the standard time frame either as a regular student or in an extended enrollment status and receive the original academic credential for which he or she enrolled. Students exceeding the maximum time frame may receive a certificate of completion.

**Inactive Students**

A student is considered inactive when the following occurs:

- Failure to return to campus after one year and have not filed an approved leave of absence;
- Failure 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 and apply for a maximum of one year. If exceeding the specified period, the student must reapply following the Readmission requirements as stated in the University Catalog. A student may request a leave of absence for such situations as illness, pregnancy, or emergency and must have the intention to return to formal study. In order to receive a “Leave of Absence”, the student must submit the “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.
Rules and Regulations

Student Rights

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 University’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 University functions. This policy in no way constitutes prohibitions on the right to express political views by any individual in the University community. The University 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 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 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 since 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:

- University 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.
- Accrediting 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 students of the University who prepaid tuition will be notified within 30 days of the institution’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 the University.

**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. The National Hispanic University 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**

The National Hispanic University 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**

The National Hispanic University complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted there under. 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**

The National Hispanic University 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 The National Hispanic University. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to program and activities of The National Hispanic University 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 affecting students’ academic success and progress toward their degree within the University. In these situations, students are advised to attempt to address any issues with their academic Advisor or Department Chair/Coordinator first. If the student feels these channels do not offer satisfactory solutions, students can appeal to the Appeals Committee. All appeals must be done 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 Process

The National Hispanic University has established procedures for grievances and complaints in order to provide a means for resolving alleged unfair or improper action by any member of the academic community, including students. Procedures and 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.

Policy on Sexual Harassment

The University 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 based on an individual’s sex 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, e.g. 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 your 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 to the designated Complaint Officer. (Comment: The Provost will designate someone, also see Student discipline/grievance policy). The University will immediately undertake an effective, through, 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 make sure an investigation is conducted and will handle the matter 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 the University.

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

Drug Free Campus

The National Hispanic University is a drug-free campus. The University 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. The University will sanction students according to local, state, and federal laws. University sanctions include student expulsion and referral for prosecution.

Equal Opportunity and Affirmative Action

It is the policy of The National Hispanic University 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. University 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 University property;
- Use, possession or distribution of illegal drugs on University property;
- Conduct, such as disorderly, indecent, lewd or obscene behavior that is contrary to University decorum;
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Obstruction or disruption of the campus educational, administrative, or other University process or function;
- Physical abuse of the person or property of any member of the campus community;
- Unauthorized entry, unauthorized use or misuse of campus 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 account of the suspension.

**Disciplinary Procedures and Due Process**

The University provides due process for students against whom allegations have been made. When disciplinary charges have been filed against a student, the status of the student is not altered nor is his/her right to be on campus and attend classes altered. The only circumstances under which a student may be summarily suspended from the University 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 University activities are obstructed or disrupted; or
- The physical abuse of a person on University owned or controlled property or at a University 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

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 Internet at http://www.nhu.edu/library/. Through this site one may use over forty 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. NHU Library provides a welcoming place for students to study, browse, or relax between classes.

Computer Classroom Lab Facility

The Computer Information Systems Lab has Multi-media 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 Center for College Success (CCS) coordinates an important range of academic support services for students who are enrolled at the National Hispanic University. 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. The role of the CCS tutors is to 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, that is, English 40, English 45 and English 100, as well as Math 40, Math 45 and Math 100 in order 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 enrolled NHU students free of charge.

Testing Services and Software

The Center for College Success personnel also administers various tests including placement tests for new students, and as well as 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

The CCS provides general assistance with job placement services primarily by posting job openings on the bulletin boards. Moreover, the 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 at The National Hispanic University. National studies indicate that the highest dropout rate is between the first and second years. FYE program then decreases this likelihood by providing academic and personal support in order to promote academic confidence and success, which in turn will lead to persistence to graduate.

The First-Year Experience program is inclusive to all NHU students, but primarily targets first-time students with less than 30 units of course credit by placing them in specific General Studies cohort day courses. FYE then places tutors in each cohort class to provide students support inside and outside the class. Besides tutoring, FYE also provides students social and personal counseling services, as life, often times 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 financial aid office to help close the gap in financial need. The program believes strong support of the first-year students is the key to producing successful undergraduates.

**Student Success Program**

The Students 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. TRIO Programs help students overcome class, social and cultural barriers to higher education. Nationally, students who participate in the Student Support Services program are more than twice as likely to remain in college as those students from similar backgrounds who do not participate in the program.

SSP participants will benefit from the following services: Personal and Academic Advising, Career Exploration, Study Group, Volunteer Information, Discussion and interest Groups, Workshop related to College Success, financial Literacy workshops, Graduate School information, and Cultural Enrichment Activities. In addition to assisting students to graduate from college, the SSP helps motivate students to get involved and utilize 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 Center for College Success which provides incoming college freshman with an introduction to what the college experience entails. The Summer Bridge Program allows students to integrate into the campus community, build confidence, and get well acquainted with the resources available at the university. Summer Bridge prepares students for the college experience but also helps participants build relationship with other students, staff, and faculty.

The Student Support Services program in funded under Title IV of the Higher Education Act of 1965 and is one of the original TRIO Programs. TRIO programs help low income, first-generation, and disabled students graduate from college with a bachelor’s degree to pursue the career of their choice or graduate degrees.

**Alumni Organization**

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

**Student Services**

The Division of Student Outreach and Support Services provides NHU students with services from the initial application for admission to the University through the completion of their educational program and graduation. The Office of the Admissions and Registrar receives and processes the student’s initial application to the University for Admission. That office is responsible for receiving all documents required for admission to the University; processing the application; determining the eligibility of the candidate for admission; notifying students of their admission or reason for non-admission. Once admitted, the Office of the Registrar maintains the student’s registration information and processes the student’s registration each semester. The Office of the Registrar is also responsible for monitoring the student’s satisfactory academic progress toward timely completion of their educational program.

The posting of grades and issuance of grade reports and transcripts is handled by the Office of the Registrar.

**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).

**Students with Special Needs**

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

**Student Housing**
While The National Hispanic University does not provide residences for students, the University does assist students by providing them, available rental listings in the area. For more information, contact Student Services.

**Student Government Association**

Any student currently enrolled in a class at NHU is a member of the Student Government Association. The Student Government Association by-laws set up an Executive Board as a representative body for NHU to facilitate student communication, leadership, and advocacy. Annually, the members of the Student Government Association elect officers (President, Vice President, Treasurer, Secretary and a Public Relations Representative). To be eligible for student government a student needs to have a 2.5 minimum GPA and to be enrolled as a full-time student at NHU. The Student Government Association (SGA) meets on a regular basis to plan student activities. The officers represent the student body in University activities and committees.

**Student Organizations**

The National Hispanic University actively supports student clubs and organizations. For information regarding the following clubs and organizations or for information regarding how to start a club, please contact Student Services.

- Student Government Association
- Business Student Organization
- Philosophy Club Symposium
- LULAC
- Computer Science Club
- Ethics Debate Team
- Science/Engineering Club
- Film Club

**Pre-College Programs**

The National Hispanic University’s Pre-College/TRIO Programs continue to serve as an outreach arm 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 students traditionally underrepresented in higher education.

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**Esperanza Educational Talent Search**

Esperanza Educational Talent Search is a federally funded program through the United States 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, 7, and 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 the selection of 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 U.S. 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. To be considered for admission to the program, an Esperanza Educational Talent Search Application should be completed. Applications are 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 United States Department of Education TRIO Programs. It currently assists 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 to 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 (1) have freshman, sophomore, or junior status at entry; (2) meet the low-income federal guidelines; and/or be the first generation in his/her family to complete a baccalaureate degree; (3) be a U.S. citizen or eligible resident; (4) and have the desire and commitment to pursue a college education. The program offers a Summer Academic Enrichment Residential Program. The six-week session 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, going home on weekends, and attend classes during the week at The National Hispanic University campus.

**Latino College Preparatory Academy**

The Latino College Preparatory (LCPA) is a collaborative Charter High School between NHU and the East Side Union High School District for under-achieving English Language Learning Students. Since September 2001, the LCPA has phased in 100 English Language Learners in cohorts toward the goal of 400 students total enrollment. As part of the middle college model, the LCPA curriculum and activities are coordinated and articulated with the university’s academic programs and calendar in accordance with the State Frameworks and Standards. Through the collaboration of NHU, LCPA faculty and students, the depth and scope of NHU learning community has been enhanced. LCPA faculty members are eligible to enroll in NHU Teacher Education program and professional development activities. The LCPA staff are also encouraged to participate in all NHU activities. For more information, please contact LCPA at (408) 273-2281.

**Early University Program**

The Early University Program (EUP) is a partnership between the LCPA and NHU in which LCPA juniors and seniors in the program 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 of the 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 Early University Program must:

- Be currently enrolled in the Latino college Preparatory Academy,
- Have completed two years of high school with all required units,
- Have passed both the math and English sections of the CAHSEE, and
- Have placed into MAT 100 and ENG 100 on NHU’s placement test.

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

**GED Preparation Program**

The GED is a certificate of General Educational Development. Successful completion of the five-part GED test (reading, writing, social studies, science, and math) earns a GED certificate. The GED certificate acts as an equivalent of a high school education and is usually accepted in place of a diploma.

NHU offers the GED preparation course both in Spanish and English. It is a 10-week course offered on Tuesdays and Thursdays or Saturdays. The GED preparatory course reviews all five subjects that are on the exam: Literature, Writing, Social studies, Science, and Math.

The fee for the preparatory course is $500.00. The tuition includes instruction, study book, a test registration and orientation, and tutoring.

All applicants must fill out an application and submit it prior to the course start date. Applications are available at the NHU Student Services office. Applications, once completed can be faxed to (408) 254-1369 or turned in at front desk; applications will be added to our database of students wishing to enroll. We will contact you prior to the start date of the course for a course orientation and registration.
Academic Services and Programs

Undergraduate Programs

At The National Hispanic University, 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 three (3) units of work.

The requirements for a bachelor’s degree and associate degree are explained in this catalog. In scheduling their classes each semester, students should carefully follow the curricula, both for the General Education (GE) Breadth requirements and the Major requirements. It is highly recommended that students 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 GE 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’s 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. In addition, students should plan to complete NHU Core Courses.

During the Junior and Senior years at NHU, students concentrate on the upper division requirements for the major and complete any remaining courses to fulfill the units required for graduation.

Academic Advising

The purpose of Academic Advising is to assist students to realize their educational goals through the development and implementation of a personal academic program. Academic advising encompasses both academic learning as well as personal and professional growth and development.

Students are assigned individual Faculty Advisors at the time of admission into the University. Students meet at least once a semester with their advisors throughout their academic career at NHU.

Academic Advisors contribute to students’ academic career by assisting them to:

- Understand NHU and its ideals, standards, policies, procedures and resources for students;
- Meet the challenge of being University students by establishing a clear relationship between the University’s program and students’ needs;
- Understand and appreciate their abilities, strengths and interests;
- Explore career options;
- Complete the “Academic Planning Form.”

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 Chair of their major department or faculty advisor for proper advisement.

Department Chair will have the authority to approve substitutions for discontinued courses. Keep in mind that the University requires students declaring or changing their major to complete the Change of Major Form.

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, if 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 can take the test twice in order to pass it. Those students who do not pass the test the first time will be referred by their advisors or department chair to sign up for tutorials in the Center for College Success (CCS). After participating in the CCS tutorials, the students can take the Junior Writing Proficiency Exam a second time. If they fail the test at the second attempt, then they will be required to take ENG 399. A grade of “C” or better in ENG399 satisfies NHU’s upper division written English proficiency requirement. There is no administration fee.

Transfer Students
Graduation requirements for transfer students are the same as for undergraduates entering as freshman. Exceptions to this general rule are incorporated in this catalog, or will be determined by the Department Chair. Prospective transfer students are urged to consult the general academic regulations for undergraduates (particularly those relating to graduation and academic residency requirements) and the section on the student’s major. Students who transfer credits from community colleges and/or universities should request an evaluation of their transcript before planning their course of study.

**Students Transferring from NHU**

Students planning to transfer to San Jose State University 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 they are interested in.

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

- Have a college grade point average of a 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.

**Bachelor Degree**

In order 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 NHU 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 the University’s 30 semester unit residency requirement, 12 of the 30 need to be in the major;
- Complete a minimum of 45 upper division units for graduation;
- 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;
- Satisfy the University’s writing skills and computer proficiency requirements. Passing the university writing skills test, SAM 2007 computer proficiency test, satisfies the requirements.
- Satisfy the U.S. History and Constitution and American Ideals requirements. Taking U.S. History I (HIS 100) and History II (HIS 201) satisfy this requirement.

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.
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 at the National Hispanic University 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 at the National Hispanic University are to:

1. 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;
2. Instill sound, effective learning skills that will keep the student on a path of lifelong learning;
3. 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;
4. Broaden knowledge about the impact, perspectives, and contributions provided by cultural, racial, ethnic, gender, cognitive, and global diversity; and
5. Provide, for each student, coherence, within broad areas of General Education.

Rationales and Organization

A fundamental goal of the National Hispanic University is to develop in its students the capacity to become lifelong learners by offering a rigorous liberal arts education. The National Hispanic University 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 (40 units), while the integration of those disciplines into a broader understanding of the world is emphasized in the upper division GE requirements (9 units). In every course, relevant skills of the core requirements are applied to the process of mastering content and making applications.

General Education Breadth Requirements

General Education (40 lower division units and 9 upper division units)

Area A: Communication in the English Language and Critical Thinking (9 units minimum)

A1. Oral Communication
   SPC 100  3 units
   Public Speaking

A2. Written Communication
   ENG 100  3 units
   English Composition and Reading

A3. Critical Thinking
   PHL 200  3 units
   Introduction to Logic
   or
   ENG 201  3 units
   Critical Thinking, Reading, and Writing Across the Curriculum
Area B: Physical Universe and its Life Forms
(10 units minimum)

B1. Physical Science
   GEO 200  3 units
   Physical Geography
   or
   PHY120  3 units
   Physics

B2. Life Science
   BIO 100  3 units
   General Biology

B3. Laboratory Activity 1 unit
   BIO 100 Lab

B4. Mathematics and Quantitative reasoning
   MAT 100  3 units
   College Algebra
   or
   MAT120  4 units
   Calculus and Analytic Geometry II

Area C: Arts, Literature, Philosophy, and
Foreign Languages (9 units minimum)

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

C2. Humanities, Literature, and Letters
   PHL 100  3 units
   Introduction to Philosophy
   or
   ENG 250  3 units
   Contemporary Multicultural Literature

Area D: Social, Political and Economic Institutions and Behavior (9 units minimum)

D1. Human Behavior
   ANT 100  3 units
   Introduction to Anthropology
   or
   PSY 100  3 units
   Introduction to Psychology
   or
   BUS120  3 units
   Principles of Microeconomics

D2. Comparative Systems
   HIS 100  3 units
   U.S. History I

Area E: Lifelong Understanding and Self
(3 units minimum)

   UNI 100  3 units
   First Year Seminar
   or
   ANT 125  3 units
   Human Understanding and Development

Area F: American Institutions:
Requirement is fulfilled by HIS 100 and HIS 201

Upper Division GE: 9 units minimum

Nine units of integrated and integrative course work, incorporating contents from Area A or Area B, C and D:

Area I: Advanced Written Composition
(3 units)

   ENG 300  3 units
   Advanced Writing Skills

Area II: Human Expression Across the Globe
(3 units)

   ENG 301  3 units
   World Literature
   or
   PHL 300  3 units
   Personal, Professional, and Social Ethics

Area III: World Issues and Problems (3 units)

   HIS 414  3 units
   World History I
   or
   SPC 300  3 units
   Argumentation and Advocacy of World Issues

American Institutions Requirement

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

Furthermore, 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:

1. Every program must have its own academic vision. The business department uses critical hermeneutics (the science of philosophical interpretation) as intellectual and operational framework to orient its academic contents and administrative objectives, and be in alignment with wider university vision and WASC-accreditation objectives. Hermeneutics is the guidepost for not only academic direction but also program accountability in a manner that is authentic and involves faculty, students, and administration.

2. In every major, its contents and general education must go together. The business curriculum is characterized by a trans-disciplinary and integrated learning that closely links the contents of general education and business administration courses in a manner that also makes it amenable to the assessment of learning outcomes on university and program levels.

3. The common set of language, critical thinking, and research skills is embedded in all business courses, integrated and further expanded under the knowing-doing-being concept within the framework of critical hermeneutics.

4. Critical hermeneutic participatory conversation is the research approach taught to all business students for integrating subject-matter contents, language, critical thinking, and research methods with self-empowerment and cultural and ethical transformation in classroom and workplace environments.

5. The complement of interpretation is practical action. Thus, every student who qualifies for and desires practical training, serves as a volunteer or intern with a business organization in the area partnering with NHU. Each student has an opportunity to put their financial, marketing, and business planning skills into practice, under a supervised situation by, for example, helping a small business owner develop a business plan, or by working inside a larger organization.

Goals

In the broadest sense our 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. Our department is characterized by its professional attitude, the diversity of its largely work- experienced faculty and its close student-faculty relationship. In addition, the faculty is committed to excellence in classroom instruction.

Upon completion of the program NHU business Graduates should effectively demonstrate the following:

Upon completion of the program NHU business Graduates should effectively demonstrate the following:
1. Business communication skills, including written, oral and presentation skills consistent with those of early career business professionals;

2. The ability to integrate knowledge across the disciplines to offer solutions to problems commonly encountered in business;

3. Knowledge of quantitative and qualitative methods commonly employed in business;

4. Teamwork, management and leadership skills; and

5. 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’s degree for professional careers in related fields, and
- To provide students with knowledge and skills to enter the workforce.

In order to meet the academic requirements for graduation with an Associate of Arts Degree in Business Administration from the National Hispanic University, the student must complete a minimum of 67 units of college credit, including:

- A minimum of 27 units of General Education to satisfy the GE Breadth requirement, including 7 NHU Core Courses
- All required Business Administration Courses (or their equivalent); 24 units; 12 units in residency required; Business preferred
- 9 general 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
- Credits may be transferred from other authorized, approved, or accredited colleges and universities upon evaluation

**General Plan**

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>NHU Core Courses</td>
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<tr>
<td>General Education Courses</td>
<td>27</td>
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<tr>
<td>Business Administration Courses</td>
<td>24</td>
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</table>

**NHU Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>INF 100</td>
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<tr>
<td>CS 100</td>
<td>3</td>
</tr>
<tr>
<td>CS 103</td>
<td>3</td>
</tr>
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</table>

**General Education Courses**

**Area A: Communication in the English Language and Critical Thinking (9 units)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>SPC 100</td>
<td>3</td>
</tr>
<tr>
<td>Written Communication</td>
<td>ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>ENG 201</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area B: Physical Universe and Its Life Forms (3 units)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MAT 100</td>
<td>3</td>
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</table>

**Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>ART 100</td>
<td>3</td>
</tr>
<tr>
<td>Letters</td>
<td>PHL 100</td>
<td>3</td>
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</table>

**Humanities**

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 250</td>
<td>Contemporary Multicultural Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
Area D: Social, Political and Economic Institutions and Behavior (6 units)

Comparative Systems
- HIS 100 3 units
- U.S. History I

Social Issues
- HIS 201 3 units
- U.S. History II

Area E: Lifelong Understanding and Self Development (3 units)
- ANT 125 3 units
  Human Understanding and Development
  or
- UNI 100 3 units
  First-Year Seminar
  or
- ETH 134 3 units
  Chicano/Latino Culture

Business Administration Courses
- BUS 101 3 units
  Introduction to Business
- BUS 111 3 units
  Personal and Professional Skills Integration
- BUS 120 3 units
  Microeconomics
- BUS 121 3 units
  Macroeconomics
- BUS 240 3 units
  Financial Accounting
- BUS 245 3 units
  Managerial Accounting
- BUS 250 3 units
  Legal Environments of Business
- BUS 260 3 units
  Business Statistics

Business Administration Electives
Students may choose 9 units from any other area of study, preferably business courses.

Bachelor of Arts Degree in Business Administration

In order to meet the academic requirements for graduation with a Bachelor of Arts degree in Business Administration from The National Hispanic University, the student must:

- Complete a minimum of 125 units of college credit;
- Satisfy NHU General Education Breadth requirements as described in this catalog;
- Meet requirements for NHU Core Courses;
- Meeting requirements for major as described in this catalog;
- Complete a minimum of the University’s 30- units in Business;
- Complete a minimum of 30 upper division units for graduation;
- 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 the University have been met, including payment of outstanding fees.

General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>10 units</th>
</tr>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>49 units</td>
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<tr>
<td>- Lower Division (40 units)</td>
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<td>- Upper Division (9 units)</td>
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<tr>
<td>Business Administration Courses</td>
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<td>- Lower Division (24 units)</td>
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</tr>
<tr>
<td>- Upper Division (42 units)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125 units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
</tr>
</thead>
</table>
| INF 100 | 1 unit
| Information Competency |
| CS 100 | 3 units
| Introduction to Computers |
CS 103 3 units
Advanced Computer Applications

SPA 100 3 units
Elementary Spanish I

or

SPA 230 3 units
Spanish for the Spanish Speaker

General Education Courses

Lower Division Requirements (40 units)

Area A: Communication In the English Language and Critical Thinking (9 units)

Oral Communication
SPC 100 3 units
Public Speaking

Written Communication
ENG 100 3 units
English Composition and Reading

Critical Thinking
ENG 201 3 units
Critical Thinking, Reading, and Writing Across the Curriculum

or

PHL 200 3 units
Introduction to Logic

Area B: Physical Universe and Its Life Forms (10 units)

Physical Science
GEO 200 3 units
Physical Geography

Life Science
BIO 100 4 units
General Biology

Mathematics
MAT 100 3 units
College Algebra

Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)

Arts
ART 100 3 units
Art Appreciation

or

ART238 3 units
Visual and Performing Arts

Letters
PHL 100 3 units
Introduction to Philosophy

Humanities
ENG 250 3 units
Contemporary Multicultural Literature

Area D: Social, Political and Economic Institutions and Behavior (9 units)

Human Behavior
ANT 100 3 units
Introduction to Anthropology

or

PSY 100 3 units
Introduction to Psychology

Comparative Systems
HIS 100 3 units
U.S. History I

Social Issues
HIS 201 3 units
U.S. History II

Area E: Lifelong Understanding and Self Development (3 units)

ANT 125 3 units
Human Understanding and Development

or

UNI 100 3 units
First-Year Seminar

or

ETH 134 3 units
Chicano/Latino Culture

Upper Division Requirements (9 units)

Area I: Advanced Written Composition (3 units)

ENG 300 3 units
Advanced Writing Skills

Area II Human Expression Across the Globe (3 units)

ENG 301 3 units
World Literature

or

PHL 300 3 units
Personal, Professional, and Social Ethics

Area III: World Issues and Problems (3 units)

HIS 314 3 units
World History I

or

HIS 414 3 units
World History II

Business Administration Major Courses

Lower Division Requirements (24 units)

BUS 101 3 units
Introduction to Business

BUS 111 3 units
Personal and Professional Skills Integration

BUS 120 3 units
Microeconomics

BUS 121 3 units
Macroeconomics

BUS 240 3 units
Financial Accounting

BUS 245 3 units
Managerial Accounting

BUS 250 3 units
Legal Environments of Business

BUS 260 3 units
Business Statistics

Upper Division Requirements (30 units)

BUS 325 3 units
Business Communication

BUS 351 3 units
Business Ethics

BUS 368 3 units
Project Management

BUS 370 3 units
Principles of Marketing

BUS 381 3 units
Management and Organizational Behavior

BUS 431 3 units
International Business

BUS 440 3 units
Financial Management

BUS 450 3 units
Strategic Management

BUS 480 3 units
Leadership

BUS 498 3 units
Supervised Senior Practicum

Upper Division Elective Requirements (12 of 18 units)

BUS 331 3 units
Small Business Management

BUS 372 3 units
Sales Techniques and Management

BUS 375 3 units
Consumer Behavior

BUS 377 3 units
Hispanic Marketing

BUS 382 3 units
Human Resource Management

BUS 476 3 units
International Marketing
Department of Computer Science

Please note: Not accepting new students. This program is currently under review.

Mission

The Department of Computer Science prepares students to develop and support information systems. The degree programs train them in systems analysis and design, application development, and in the use of databases to enter both the business side and the technical side of today’s electronic communication and system administration.

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, and by building computers, networks, and communication systems. The Bachelor of Science Degree in Computer Information Systems (CIS) and the Associate Science (A.S.) degree in Computer Networking prepare students to meet these challenges of a dynamic world.

Program Goals

The goal of both degree programs is to prepare students for careers in fields that support computer-based systems of communication. Graduates may enter such disciplines as Telecommunications Management, Network Management, Systems Analysis, High Technology Marketing and Sales, and Information Systems Design. While the A.S. program is centered on gaining expertise with hardware, software and network design, the B.S. program combines coursework in programming, database management, data communications, and system administration with substantial coursework in business.

Affording students hands-on experience is central to the educational philosophy followed in the Department of Computer Science. The Department maintains two computer science laboratories and shares a workshop with NHU’s science programs. Upon completion of the program NHU computer science students should effectively demonstrate the following:

1. business and computer science communication skills, including written, oral and presentation;
2. teamwork and leadership skills in a multicultural setting;
3. ability to integrate knowledge across the computer disciplines to offer solutions to problems commonly encountered in business; and
4. ability to solve computer-related problems.

Computer Proficiency Examination

The National Hispanic University has implemented a Computer Proficiency Assessment Program (SAM 2007 – Skills Assessment Manager 2007) that measures a student’s proficiency in computer application skills (Word Processing, Presentation Development, Spreadsheet and Database). The assessment considers four individual examinations; each measuring the skills learned in the CS 100 and CS 103 courses. These examinations are required of all new students. The following are the keys features of the examinations.

1. The examination will be given in the computer laboratory, library or CCS. A client/server environment will accommodate the testing process.
2. The examination will be given during the CS 100 and CS 103 classes. The SAM 2007 assessment consists of the following 4 examinations:
   - CS 100 midterm exam
   - CS 100 final exam
   - CS 103 midterm exam
   - CS 103 final exam
3. A minimum score of 70% must be achieved for each examination.
4. All students’ records will be stored on the SAM 2007 server database.
5. If students want to challenge CS 100 and/or CS 103 course(s), they must do so separately. See the catalog section “Credit by Examination” for details.
6. Even if students successfully challenge the CS 100 and/or CS 103 course(s), they still must pay the tuition for the credited units.

Associate of Science Degree in Computer Networking

Note: Not accepting new students. This program is currently under review.
The curriculum in the Associate of Science Degree in Computer Networking is designed with a three-fold purpose:

- To prepare the student to continue work toward a Bachelor’s degree in computer science or related field.
- To provide the student with the knowledge and skills to enter the workforce.

Requirements

In order to meet the academic requirements for graduation with an Associate of Science Degree in Computer Networking from The National Hispanic University, the student must:

- Complete a minimum of 75 units of college credit, including:
  a. A minimum of 34 units of General Education to satisfy the GE Breadth requirement
  b. 10 units of NHU Core Courses
  c. All required Computer Science Courses (or their equivalent), 31 units
- Attain an overall grade point average of “C” (2.0) or higher.

General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>General Education Courses</th>
<th>Computer Science Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 units</td>
<td>34 units</td>
<td>31 units</td>
<td>75 units</td>
</tr>
</tbody>
</table>

NHU Core Courses

- CS 100 3 units
  Introduction to Computers
- CS 103 3 units
  Advanced Computer Applications
- SPA 100 3 units
  Elementary Spanish I
- SPA 230 3 units
  Spanish for the Spanish Speaker
- INF 100 1 unit
  Information Competency

General Education Courses

Area A: Communication in the English Language and Critical Thinking (9 units)

Oral communication
  SPC 100 3 units
  Public Speaking

Written Communication
  ENG 100 3 units
  English Composition and Reading

Critical Thinking
  ENG 201 3 units
  Critical Thinking, Reading, and Writing Across the Curriculum
  or
  PHL 200 3 units
  Introduction to Logic

Area B: Physical Universe and its Life Forms (13 units)

Life Science
  BIO 100 4 units
  General Biology

Physical Science
  CHE 130 3 units
  Chemistry
  PHY 120 3 units
  Physics

Mathematics
  MAT 100 3 units
  College Algebra

Area C: Arts, Literature, Philosophy, and Foreign Languages (3 units)

Art
  ART 100 3 units
  Art Appreciation
  or

Letters
  PHL 100 3 units
  Introduction to Philosophy
  or

Humanities
  ENG 250 3 units
  Contemporary Multicultural Literature
Area D: Social, Political and Economic Institutions and Behavior (6 units)

Comparative Systems
- HIS 100 3 units
  U.S. History I

Social Issues
- HIS 201 3 units
  U.S. History II

Area E: Lifelong Understanding and Self Development (3 units)
- ANT 125 3 units
  Human Understanding and Development
  or
- UNI 100 3 units
  First-Year Seminar

Computer Science Courses
- CS 107 3 units
  Personal Computer Systems
- CS 110 3 units
  Data Communications and Networking
- CS 130 3 units
  Network Operating Systems
- CS 212 3 units
  Internet Protocols
- CS 220 4 units
  Networking Basics
- CS 221 4 units
  IOS Configuration
- CS 222 4 units
  Routing and Switching
- CS 223 4 units
  Network Design (WANs)

Bachelor of Science in Computer Information Systems

Note: Not accepting new students. This program is currently under review.

In order to meet the academic requirements for graduation with a Bachelor of Science in Computer Information Systems, 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 NHU Core Courses;
- 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 grade point average 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 fee.

General Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NHU Core Courses</td>
<td>10</td>
</tr>
<tr>
<td>General Education Courses</td>
<td>49</td>
</tr>
</tbody>
</table>
  - Lower Division            | 40    |
  - Upper Division            | 9     |
| C.I.S. Major Courses (69 units) |       |
  - Business Lower Division   | 9     |
  - Business Upper Division   | 9     |
  - Computer Science Lower Division | 24 |
  - Computer Science Upper Division | 27 |
| Total                        | 128   |

NHU Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>3</td>
</tr>
</tbody>
</table>
  - Introduction to Computers
| CS 103 | 3     |
  - Advanced Computer Applications
| SPA 100 | 3     |
  - Elementary Spanish I
  or
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPA 230</td>
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<tr>
<td>Spanish for the Spanish Speaker I</td>
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</tr>
<tr>
<td>INF 100</td>
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<tr>
<td>Information Competency</td>
<td></td>
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</tbody>
</table>

### General Education Courses

#### Lower Division Requirements (40 units)

**Area A: Communication in the English Language and Critical Thinking (9 units)**

**Oral Communication**
- SPC 100 | 3 units | Public Speaking

**Written Communication**
- ENG 100 | 3 units | English Composition and Reading

**Critical Thinking**
- ENG 201 | 3 units | Critical Thinking, Reading, and Writing Across the Curriculum
  - or
  - PHL 200 | 3 units | Introduction to Logic

**Area B: Physical Universe and its Life Forms (10 units)**

**Physical Science**
- GEO 200 | 3 units | Physical Geography

**Life Science**
- BIO 100 | 4 units | General Biology

**Mathematics**
- MAT 100 | 3 units | College Algebra

**Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)**

**Arts**
- ART 100 | 3 units | Art Appreciation
  - or

**Humanities**
- ENG 250 | 3 units | Contemporary Multicultural Literature
  - or

**Letters**
- PHL 100 | 3 units | Introduction to Philosophy

**Area D: Social, Political and Economic Institutions and Behavior (9 units)**

**Human Behavior**
- ANT 100 | 3 units | Introduction to Anthropology
  - or
  - PSY 100 | 3 units | Introduction to Psychology

**Comparative Systems**
- HIS 100 | 3 units | U.S. History I

**Social Issues**
- HIS 201 | 3 units | U.S. History II

**Area E: Lifelong Understanding and Self Development (3 units)**

- ANT 125 | 3 units | Human Understanding and Development
  - or
  - UNI 100 | 3 units | First-Year Seminar

### Upper Division Requirements (9 units)

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

**Area II Human Expression Across the Globe (3 units)**
- ENG 301 | 3 units | World Literature
  - or
  - PHL 300 | 3 units | Personal, Professional, and Social Ethics

**Area III: World Issues and Problems (3 units)**
- HIS 414 | 3 units | World History I
  - or
  - SPC 300 | 3 units | Argumentation and Advocacy of World Issues
### Computer Information Systems Major Courses

#### Business Lower Division Requirements (9 units)
- BUS 101  3 units  Introduction to Business
- BUS 240  3 units  General Accounting Principles
- BUS 260  3 units  Business Statistics

#### Business Upper Division Requirements (9 units)
- BUS 325  3 units  Business Communication
- BUS 351  3 units  Business Ethics
- BUS 368  3 units  Project Management

#### Computer Science Lower Division Requirements (24 units)
- CS 101  3 units  Introduction to Programming
- CS 105  3 units  Object-Oriented Programming I
- CS 106  3 units  Object-Oriented Programming II
- CS 107  3 units  Personal Computer Systems
- CS 110  3 units  Data Communications and Networking
- CS 130  3 units  Network Operating Systems
- CS 150  3 units  Elementary Algorithms and Data Structures
- CS 212  3 units  Internet Protocols

#### Computer Science Upper Division Requirements (27 units)
- CS 300  3 units  Introduction to Internet/Telecommunications
- CS 322  3 units  Client Administration
- CS 330  3 units  Database Management Systems
- CS 332*  3 units  Server Administration
- CS 340*  3 units  Advanced Networking
- CS 360  3 units  Object-Oriented Analysis and Design
- CS 380  3 units  Graphical Programming
- CS 460  3 units  Management of Information Systems
- CS 490 A  3 units  Computer Information Systems Internship

**OR**
- CS 490B  3 units  Computer Information Systems Senior Project

*These courses may be substituted for upper division courses offered in a 4-year institution such as:
**Child Development Program**

**Mission**

The mission of the Child Development Program 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 Child Development Program embraces the scholar-practitioner model, which inspires students to: 1) engage in leadership and advocacy practices on behalf of culturally and linguistically diverse children and their families; 2) become lifelong learners knowledgeable of research, theory, developmental methodologies and practices, fieldwork experience, and relevant professional and ethical standards; 3) provide appropriate and effective responses to changing professional demands.

The Associate of Arts Degree in Child Development has 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.

**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.

**Goals**

The Child Development Program 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 of the Program in Child Development are to cultivate professionals who:

1. Demonstrate knowledge on major contemporary research-based approaches and core concepts in child development.
2. Develop and implement best practices that respond to the specific developmental and individual needs of children and that are culturally and linguistically relevant to children and their families.
3. Critically analyze and evaluate current leadership, advocacy and policy issues in child development, and their impact on the lives of children and families.
4. Engage in and promote reflective interdisciplinary practice through collaboration with other professionals and strive for lifelong learning.

**CAREER PATHS**

The Child Development degree paths prepare students to:

- Work in early care and education settings.
- To pursue careers serving child and families in community agencies.

Some of the career options for Child Development graduates are the following:

- 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
- Health Care Professional
Associate of Arts Degree 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’s degree for professional careers in child development or in related fields.
- To provide students with knowledge to critically analyze and evaluate theoretical and practical issues in the field, and with the skills to apply their learning to diverse communities outside the University.

Requirements

In order to meet the academic requirements for graduation with an Associate of Arts Degree in Child Development (A.A. in Child Development) from the National Hispanic University the student must:

1. Complete a minimum of 69 units of college credits, including:
   a. A minimum of 28 units of General Education.
   b. 4 units of NHU Core Courses.
   c. All required Child Development courses (or their equivalent) with a “C” or better, 37 units.
2. Attain an overall grade point average of “C” (2.0) or higher.
3. Submit Portfolio of Critical Assignments to Child Development Faculty Committee by the end of the program. Each Child Development course includes a critical assignment in one or more of the NAEYC (National Association for the Education of Young Children) 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.

General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>28 units</td>
</tr>
<tr>
<td>Child Development Courses</td>
<td>37 units</td>
</tr>
<tr>
<td>- Lower Division Courses (27 units)</td>
<td></td>
</tr>
<tr>
<td>- Electives (10 units)</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>69 units</strong></td>
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</table>

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
</tr>
<tr>
<td>Technology Essentials for Educators</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>INF 100</th>
<th>1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Competency</td>
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</table>

General Education Courses

**Area A: Communication in the English Language (9 units)**

<table>
<thead>
<tr>
<th>SPC 100</th>
<th>3 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
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</table>

<table>
<thead>
<tr>
<th>ENG 100</th>
<th>3 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition and Reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHL 200</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Logic</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>ENG 201</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking, Reading, and Writing across the Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**Area B: Natural Life Science and Mathematics (7 units)**

<table>
<thead>
<tr>
<th>BIO 100</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAT 100</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>MAT 108</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Area C: Arts, Letters, and Humanities (3 units)**

<table>
<thead>
<tr>
<th>PHL 100</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Philosophy</td>
<td></td>
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</tbody>
</table>

or

<table>
<thead>
<tr>
<th>ENG 250</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Multicultural Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Area D: Social and Behavior Science (9 Units)**

Human Behavior

<table>
<thead>
<tr>
<th>PSY 100</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Comparative Systems

<table>
<thead>
<tr>
<th>HIS 100</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History I</td>
<td></td>
</tr>
</tbody>
</table>
**Social Issues**

HIS 201 3 units  
U.S. History II

**Child Development Courses Lower Division**  
**(27 units)**

ECE 101 3 units  
Introduction to Early Childhood Education

ECE 103 3 units  
Child Growth and Development

ECE 104 3 units  
The School-Age Child

ECE 106 3 units  
Child, Family and Community

ECE 105 3 units  
Observation and Assessment Techniques

ECE 107 3 units  
Child Health, Safety and Nutrition

ECE 110 3 units  
Early Childhood Curriculum

ECE 214 3 units  
Behavior Management and Guidance in Early Childhood Education

CD 252 3 units  
Practicum in Child Development

**Electives (10 units)**  
*Select any 10 units from the following:*

ECE 215 3 units  
Management of Child Care Centers

CD 254 2 units  
Adult Supervision: Program and Professional Assessment

ECE 108 1 unit  
The Exceptional Child

ECE 109 1 unit  
Child Development in Multicultural Contexts

ECE 217 1 unit  
Administering a Family Child Care

ECE 218 1 unit  
Early Childhood Environments

ECE 219 2 units  
Inclusive Practices for Children

ECE 212 1 unit  
Creative Experiences for Children

ECE 213 1 unit  
Emergent Literacy in Early Childhood

ECE 216 1 unit  
Infant-Toddler Care and Education

**Certificate Program**

- Family Child Care Provider
- Assistant Teacher/After-School Instructional Aide
- Associate Teacher
- Teacher
- Master Teacher

The Child Development Certificate Program meets the requirements for the Child Development Permit Matrix (CDTC) competencies for employment in preschools, child development centers, and after-school sites. The curriculum of the Certificate Program in Child Development is designed to:

- Provide students with practical skills and hands-on experiences in order to prepare them for a successful and rewarding career in the childcare industry.
- Expand the student’s knowledge and skills to occupy positions of leadership in the field.

**Family Child Care**

**Coursework Requirements:**

Successful completion of **19 units** in coursework listed below. This certificate program prepares students for a career as a Family Child Provider.

ECE 101 – Principles and Philosophies of Child Development – 3 units

ECE 103 – Child Growth and Development – 3 units  
a) ECE 104 – The School-Age Child – 3 units

ECE 106 – Child, Family and Community – 3 units

ECE 107 – Child Health, Safety and Nutrition – 3 units

ECE 110 – Early Childhood Curriculum – 3 units
ECE 217 – Administering a Family Child Care – 1 unit

**Teacher Assistant**

Coursework Requirements:

6 semester units of Child Development courses that could follow any of the options below:

- ECE 101 and ECE 103
- or
- ECE 101 or ECE 102 and ECE 104 (If School-Age emphasis)

**Associate Teacher**

Coursework Requirements:

Completion of **12 semester units** of Child Development courses including at least one course of at least three semester units in each of the following core areas:

- Child/human growth and development (ECE 103 or 104)
- Child, family and community (ECE 106)
- Programs and Curriculum (ECE 101, ECE 102, ECE 110, or ECE 111)
  - The school-age emphasis under this option requires that 6 of the 12 semester units in child development are in school-age coursework. Courses that fulfill the school-age requirements include ECE 102, ECE 103, ECE 104, and ECE 111.

**Teacher**

Coursework Requirements:

Completion of **24 semester units** of Child Development courses including at least one course of at least three semester units in each of the following core areas:

- Child/human growth and development (ECE 103 or 104)
- Child, family, and community (ECE 106)
- Programs and Curriculum (ECE 101, ECE 102, ECE 110, or ECE 111)
  - The school-age emphasis under this option requires that 12 of the 24 semester units in child development are in school-age coursework. Courses that fulfill the school-age requirements include ECE 102, ECE 103, ECE 104, and ECE 111.

Complete **16 semester units** in general education, including at least one course in each of the following areas:

- Humanities and/or Fine arts (PHL 100 and ENG 250)
- Social Sciences (HIS 100, HIS 201 and ANT 125)
- Math (MAT 100 or MAT 108) and/or Science (BIO 100)
- English and/or Language Arts (ENG 100, SPC 100, PHL 200, and ENG 201).

**Master Teacher**

Coursework Requirements:

1) Completion of **24 semester units** of Child Development courses including at least one course of at least three semester units in each of the following core areas:

- Child/human growth and development (ECE 103 or 104).
- Child, family and community (ECE 106)
- Programs and Curriculum (ECE 101, ECE 102, ECE 110, or ECE 111)

2) Completion of **6 Specialization semester units** beyond the required 24 Child Development units. Specialization courses must be in the same area. Examples of Specialization include:

- Infant and Toddler Care
- Bilingual and Bicultural Development
- Children with Exceptional Needs
- Parent-Teacher Relations
- Child Health
- Specific Areas of Developmentally Appropriate Curriculum

3) Plus **2 adult supervision units** – CD 254

4) Complete **16 semester units** in general education, including at least one course in each of the following areas:

- Humanities and/or Fine arts (PHL 100 and ENG 250)
- Social Sciences (HIS 100, HIS 201 and ANT 125)
- Math (MAT 100 or MAT 108) and/or Science (BIO 100)
- English and/or Language Arts (ENG 100, SPC 100, PHL 200, and ENG 201).

---

1 The School-Age Authorization can be added to any level of Child Development Permit.
Site Supervisor

Coursework requirements:

1) Complete **60 Child Development semester units** including:

   **24 semester units** of Child Development courses including at least one course of at least three semester units in each of the following core areas:
   - Child/human growth and development (*ECE 103* or *104*).
   - Child, family and community (*ECE 106*).
   - Programs and Curriculum (*ECE 101*, *ECE 102*, *ECE 110*, or *ECE 111*).

   **16 semester units** in general education, including at least one course in each of the following areas:
   - Humanities and/or Fine arts (*PHL 100* and *ENG 250*).
   - Social Sciences (*HIS 100*, *HIS 201* and *ANT 125*).
   - Math (*MAT 100* or *MAT 108*) and/or Science (*BIO 100*).
   - English and/or Language Arts (*ENG 100*, *SPC 100*, *PHL 200*, and *ENG 201*).

2) **6 semester administration units** - *ECE 215*, and *CD 314*

3) **Plus 2 adult supervision units** – *CD 254*

For transfer students, courses will be evaluated for equivalency

*The School-Age Authorization can be added to any level of Child Development Permit.*
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 students 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 provide students with knowledge and skills to enter the workforce.

Requirements

Students may graduate from NHU with an Associate of Arts Degree (A.A.) 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 grade point average of “C” (2.0) or higher.

Note: The Associate degree requires fewer General Education courses than the Bachelor’s degree.

General Plan

NHU Core Course 10 units
General Education Courses 34 units
Liberal Studies Courses 24 units
- Lower Division (15 units)
- Emphasis (9 units)
Total 68 units

NHU Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>3</td>
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<tr>
<td>CS 103</td>
<td>3</td>
</tr>
<tr>
<td>SPA 100</td>
<td>3</td>
</tr>
<tr>
<td>SPA 230</td>
<td>3</td>
</tr>
<tr>
<td>INF 100</td>
<td>1</td>
</tr>
</tbody>
</table>

Introduction to Computers
Advanced Computer Applications
Elementary Spanish
Spanish for the Spanish Speaker I
Information Competency
General Education Courses

Area A: Communication in the English Language (9 units)

Oral Communication
- SPC 100 3 units

Written Communication
- ENG 100 3 units English Composition and Reading

Critical Thinking
- ENG 201 3 units Critical Thinking, Reading, and Writing Across the Curriculum
- PHL 200 3 units Introduction to Logic

Area B: Physical Universe and its Life Forms (7 units)

Life Science
- BIO 100 4 units General Biology I

Mathematics
- MAT 108 3 units Number Systems

Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)

Arts
- ART 100 3 units Art Appreciation

Letters
- PHL 100 3 units Introduction to Philosophy

Humanities
- ENG 250 3 units Contemporary Multicultural Literature

Area D: Social, Political and Economic Institutions and Behavior (9 units)

Human Behavior
- ANT 100 3 units Introduction to Anthropology
- PSY 100 3 units Introduction to Psychology

Comparative Systems
- HIS 100 3 units
- U.S. History I

Social Issues
- HIS 201 3 units
- U.S. History II

Liberal Studies Courses Lower Division Requirements (15 units)

- CHE 130 3 units Chemistry
- DAN 120 1.5 units Dance
- ETH 265 3 units Minorities in the United States
- MAT 200 3 units Conceptual Geometry
- MUS 120 1.5 units Music
- PHY 120 3 units Physics

Emphasis Requirements (9 units)
Select Emphasis I or Emphasis II

Emphasis I - Cross Cultural Studies

The objective of the Cross Cultural Studies emphasis is to provide the student with an opportunity to analyze the different cultures and ethnic groups in the U.S. 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.

- EDU 250 3 units Field Experience in the Classroom
- ETH 134 3 units Chicano/Latino Culture

Select one (1) class from the following:
- ETH 317 3 units African American Studies
- LS 200 3 units Liberal Studies Service Learning
ETH 318 3 units
Asian American Studies

ETH 319 3 units
Native American Studies

**Emphasis II - Child Development**
The objective of the Child Development emphasis 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.

CD 100 3 units
Child, Growth, and Development

CD 200 3 units
Child Development and Community Inter-relationships

EDU 250 3 units
Field Experience in the Classroom

**Bachelor of Arts in Liberal Studies (Credential Option)**

In order 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 Core Courses;
- 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 45 upper division units for graduation;
- 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;
- Satisfy the University’s writing skills requirement. This requirement is satisfied by passing the NHU Junior Writing Proficiency Exam;
- Satisfy the U.S. History and Constitution requirement. Taking HIS 100 and HIS 201 satisfies this requirement.

In addition, students must:

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

**Requirements**

Students who are candidates for the Bachelor’s Degree must satisfactorily complete the last 30 units of residency at NHU. All students must also 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.

**General Plan**

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>13 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>49 units</td>
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<tr>
<td>- Lower Division (40 units)</td>
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<tr>
<td>- Upper Division (9 units)</td>
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<tr>
<td>Liberal Studies Courses</td>
<td>64 units</td>
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<tr>
<td>- Lower Division (18 units)</td>
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<td>- Upper Division (31 units)</td>
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<td>- Emphasis (15 units)</td>
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<td><strong>Total</strong></td>
<td><strong>126 units</strong></td>
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**NHU Core Courses**

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<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
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<td>SPA 230</td>
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</tr>
<tr>
<td>SPA 231</td>
<td>3</td>
</tr>
<tr>
<td>INF 100</td>
<td>1</td>
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</tbody>
</table>

Introduction to Computers
Advanced Computer Applications
Elementary Spanish I
and
Elementary Spanish II
or
Spanish for the Spanish Speaker I
and
Spanish for the Spanish Speaker II
## General Education Courses

### Lower Division Requirements (40 units)

#### Area A: Communication in the English Language and Critical Thinking (9 units)

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 100</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
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</table>

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td></td>
</tr>
<tr>
<td>English Composition and Reading</td>
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</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Reading, and Writing Across the Curriculum</td>
<td></td>
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</tbody>
</table>

or

<table>
<thead>
<tr>
<th>PhL 200</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Logic</td>
<td></td>
</tr>
</tbody>
</table>

#### Area B: Physical Universe and its Life Forms (10 units)

<table>
<thead>
<tr>
<th>Physical Science</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200</td>
<td></td>
</tr>
<tr>
<td>Physical Geography</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Science</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td></td>
</tr>
<tr>
<td>General Biology</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 108</td>
<td></td>
</tr>
<tr>
<td>Number Systems</td>
<td></td>
</tr>
</tbody>
</table>

#### Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)

<table>
<thead>
<tr>
<th>Arts</th>
<th>3 units</th>
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</thead>
<tbody>
<tr>
<td>ART 238</td>
<td></td>
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<tr>
<td>Visual and Performing Arts</td>
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<table>
<thead>
<tr>
<th>Letters</th>
<th>3 units</th>
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</thead>
<tbody>
<tr>
<td>PhL 100</td>
<td></td>
</tr>
<tr>
<td>Introduction to Philosophy</td>
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</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>3 units</th>
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</thead>
<tbody>
<tr>
<td>ENG 250</td>
<td></td>
</tr>
<tr>
<td>Contemporary Multicultural Literature</td>
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</tbody>
</table>

### Area D: Social, Political and Economic Institutions and Behavior (9 units)

#### Human Behavior

<table>
<thead>
<tr>
<th>3 units</th>
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</thead>
<tbody>
<tr>
<td>ANT 100</td>
</tr>
<tr>
<td>Introduction to Anthropology</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
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</table>

#### Comparative Systems

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
</tr>
<tr>
<td>U.S. History I</td>
</tr>
</tbody>
</table>

#### Social Issues

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 201</td>
</tr>
<tr>
<td>U.S. History II</td>
</tr>
</tbody>
</table>

#### Area E: Lifelong Understanding and Self Development (3 units)

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 125</td>
</tr>
<tr>
<td>Human Understanding and Development</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNI 100</td>
</tr>
<tr>
<td>First-Year Seminar</td>
</tr>
</tbody>
</table>

### Upper Division Requirements (9 units)

#### Area I: Advanced Written Composition (3 units)

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300</td>
</tr>
<tr>
<td>Advanced Writing Skills</td>
</tr>
</tbody>
</table>

#### Area II Human Expression Across the Globe (3 units)

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 301</td>
</tr>
<tr>
<td>World Literature</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhL 300</td>
</tr>
<tr>
<td>Personal, Professional, and Social Ethics</td>
</tr>
</tbody>
</table>

#### Area III: World Issues and Problems (3 units)

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 314</td>
</tr>
<tr>
<td>World History I</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 300</td>
</tr>
<tr>
<td>Argumentation and Advocacy of World Issues</td>
</tr>
</tbody>
</table>
### Liberal Studies Major Courses

#### Lower Division Requirements (18 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 130</td>
<td>3</td>
</tr>
<tr>
<td>CD 100</td>
<td>3</td>
</tr>
<tr>
<td>DAN 120</td>
<td>1.5</td>
</tr>
<tr>
<td>ETH265</td>
<td>3</td>
</tr>
<tr>
<td>MAT 200</td>
<td>3</td>
</tr>
<tr>
<td>MUS 121</td>
<td>1.5</td>
</tr>
<tr>
<td>PHY 120</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Upper Division Requirements (31 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300</td>
<td>3</td>
</tr>
<tr>
<td>EDU 447</td>
<td>3</td>
</tr>
<tr>
<td>EDU 490</td>
<td>1</td>
</tr>
<tr>
<td>ENG 302</td>
<td>3</td>
</tr>
<tr>
<td>ENG 303</td>
<td>3</td>
</tr>
<tr>
<td>ENG 401</td>
<td>3</td>
</tr>
<tr>
<td>ETH 400</td>
<td>3</td>
</tr>
<tr>
<td>GEO 300</td>
<td>3</td>
</tr>
<tr>
<td>HIS 313</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Emphasis Requirements (15 units)

Select Emphasis I, II, or Emphasis III.

**Emphasis I - Cross Cultural Studies**

The objective of the Cross Cultural Studies emphasis is to provide the student with an opportunity to analyze the different cultures and ethnic groups in the U.S. 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. Student must select the two required courses and any three of the remaining courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 250 (required)</td>
<td>3</td>
</tr>
<tr>
<td>ETH 432 (required capstone course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select any two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 317</td>
<td>3</td>
</tr>
<tr>
<td>ETH 318</td>
<td>3</td>
</tr>
<tr>
<td>ETH 319</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 422</td>
<td>3</td>
</tr>
<tr>
<td>ETH 301</td>
<td>3</td>
</tr>
<tr>
<td>ETH 321</td>
<td>3</td>
</tr>
<tr>
<td>ETH 322</td>
<td>3</td>
</tr>
</tbody>
</table>
ETH 350 3 units
Chicano History

ETH 351 3 units
Mexican History

**Emphasis II - Child Development**

The objective of the Child Development emphasis 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 select the three required courses and any two of the remaining courses:

- CD 200 (required) 3 units
  Child, Development and Community Interrelationships
- EDU 250 (required) 3 units
  Field Experience in the Classroom
- CD 453 (required capstone course) 3 units
  Research in Child Development

Select two (2) of the following courses:

- CD 351 3 units
  Cultural Dimensions Related to Child Development
- CD 352 3 units
  Cognitive and Language Development in Early Childhood
- CD 454 3 units
  Practicum in Child Development II

ETH 265 3 units
Minorities in the U.S.

PSY 325 3 units
The Exceptional Child

**Select one (1) of the following courses:**

- ANT 422 3 units
  Cultures of Mexico
- ETH 350 3 units
  Chicano History
- ETH 351 3 units
  Mexican History

**Select two (2) of the following courses:**

- ETH 301 3 units
  Chicano/Latino Literature
- ETH 321 3 units
  Chicana/Latina Women in the U.S.
- ETH 322 3 units
  Latin American Families in the U.S.

**Bachelor of Arts in Liberal Studies General Option**

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

- Complete a minimum of 126 units of college credit;
- Satisfy NHU General Education Breadth requirements as described in this Catalog;
- Meet requirements for the Core Courses;
- 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 45 upper division units for graduation;
• 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;

• Satisfy the University’s writing skills requirement. This requirement is satisfied by passing NHU Junior Writing Proficiency Exam;

• Satisfy the U.S. History and Constitution requirement. Taking HIS 100 and HIS 201 satisfies this requirement.

In addition, students must:

• Insure that all financial obligations to the University have been met, including payment of outstanding fees.

Requirements

Students who are candidates for the Bachelor’s Degree must satisfactorily complete the last 30 units of residency at NHU. All students must also 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.

General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>13 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>49 units</td>
</tr>
<tr>
<td>- Lower Division (40 units)</td>
<td>- Upper Division (9 units)</td>
</tr>
<tr>
<td>Liberal Studies Courses</td>
<td>64 units</td>
</tr>
<tr>
<td>- Lower Division (9 units)</td>
<td>- Upper Division (31 units)</td>
</tr>
<tr>
<td>- Emphasis (24 units)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>126 units</td>
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</table>

NHU Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>3 units</td>
</tr>
<tr>
<td>CS 103</td>
<td>3 units</td>
</tr>
<tr>
<td>SPA 100</td>
<td>3 units</td>
</tr>
<tr>
<td>SPA 110</td>
<td>3 units</td>
</tr>
<tr>
<td>SPA 230</td>
<td>3 units</td>
</tr>
<tr>
<td>SPA 231</td>
<td>3 units</td>
</tr>
<tr>
<td>INF 100</td>
<td>1 unit</td>
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</table>

General Education Courses

Lower Division Requirements (40 units)

Area A: Communication in the English Language and Critical Thinking (9 units)

Oral Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPC 100</td>
<td>3 units</td>
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</tbody>
</table>

Written Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3 units</td>
</tr>
<tr>
<td>PHL 200</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Critical Thinking

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>3 units</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PHL 200</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Area B: Physical Universe and its Life Forms (10 units)

Physical Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Life Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>4 units</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 108</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Area C: Arts, Literature, Philosophy, and Foreign Languages (9 units)

Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>3 units</td>
</tr>
</tbody>
</table>

or

or
ART238  3 units
Visual and Performing Arts-3 units

Letters
PHL 100  3 units
Introduction to Philosophy

Humanities
ENG 250  3 units
Contemporary Multicultural Literature

Area D: Social, Political and Economic Institutions and Behavior (9 units)

Human Behavior
ANT 100  3 units
Introduction to Anthropology
or
PSY 100  3 units
Introduction to Psychology

Comparative Systems
HIS 100  3 units
U.S. History I

Social Issues
HIS 201  3 units
U.S. History II

Area E: Lifelong Understanding and Self Development (3 units)

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

Upper Division Requirements (9 units)

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

Area II Human Expression Across the Globe (3 units)
ENG 301  3 units
World Literature
or
PHL 300  3 units
Personal, Professional, and Social Ethics

Area III: World Issues and Problems (3 units)
HIS 314  3 units
World History I
or
SPC 300  3 units
Argumentation and Advocacy of World Issues

Liberal Studies Major Courses

Lower Division Requirements (9 units)

ANT 100  3 units
Introduction to Anthropology
or
PSY 100  3 units
Introduction to Psychology
ETH134  3 units
Chicano/Latino Culture
LS200  3 units
Liberal Studies Service Learning

Upper Division Requirements (31 units)

LS 300  3 units
Gateway to Liberal Studies General Option
EDU 490  1 unit
Senior Seminar
ENG 302  3 units
American Literature I
ENG 303  3 units
American Literature II
ETH 400  3 units
Gender, Race and Culture in American Society (Integrative Social Science Course)
GEO 300  3 units
Cultural Geography
HIS 313  3 units
California History
HIS 414  3 units
World History II
LIN 406  3 units
Comparative Linguistics
MAT 312 3 units
Educational Statistics

PHL 300 3 units
Personal, Professional, and Social Ethics

**Emphasis Requirements (24 units)**

**Select Emphasis I or Emphasis II**

**Emphasis I - Cross Cultural Studies**

The objective of the Cross Cultural Studies emphasis is to provide the student with an opportunity to analyze the different cultures and ethnic groups in the U.S. 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 emphasis 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.

ETH 265 3 units
Minorities in the United States

ETH 317 3 units
African American Studies

ETH 318 3 units
Asian American Studies

ETH 319 3 units
Native American Studies

ETH 432 3 units
(capstone course) Advanced Multicultural Relations

**Students may select any three of the following courses:**

ANT 422 3 units
Cultures of Mexico

ETH 301 3 units
Chicano/Latino Literature

ETH 321 3 units
Chicana/Latina Women in the U.S.

ETH 322 3 units
Latin American Families in the U.S.

ETH 350 3 units
Chicano History

ETH 351 3 units
Mexican History

**Emphasis II – Chicano/Latino Studies**

The Chicano/Latino Studies Emphasis 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 emphasis 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.

ANT 422 3 units
Cultures of Mexico

ETH 265 3 units
Minorities in the United States

ETH 301 3 units
Chicano/Latino Literature

ETH 321 3 units
Chicana/Latina Women in the U.S.

ETH 322 3 units
Latin American Families in the U.S.

ETH 350 3 units
Chicano History

ETH 351 3 units
Mexican History

ETH 432 3 units
(capstone course) Advanced Multicultural Relations
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 (1) a seamless transition to another institution with junior standing in mathematics, engineering or a science-related major, and (2) entry into the technical workforce.

Goals

The goals of the Mathematics and Science curricula are the following:

• Provide an opportunity for students of all socio-economic and academic backgrounds to pursue an education in science;
• 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; and
• Enhance the student’s teamwork and communication skills essential to success in a technical career.

Associate of Science Degree in Mathematics and Science

The curriculum in the Associate of Science Degree in Mathematics and Science is designed with two purposes:

• To prepare the student to transfer to a Baccalaureate program in math, science, engineering, and related fields at another institution; and
• To provide the student with basic knowledge and skills in mathematics and science to enter the workforce.

Requirements

In order to meet the academic requirements for graduation with an Associate of Science Degree in Mathematics and Science from the National Hispanic University, 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 grade point average of “C” (2.0) or higher.

General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>32 units</td>
</tr>
<tr>
<td>Mathematics and Science Courses</td>
<td>34 units</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70 units</strong></td>
</tr>
</tbody>
</table>

NHU Core Courses

- SCI 100 3 units
- INF 100 1 unit

General Education Courses

Area A: Communication in the English Language and Critical Thinking (9 units)

Oral communication
- SPC 100 3 units
- Public Speaking

Written Communication
- ENG 100 3 units
- English Composition and Reading
**Critical Thinking**
ENG 201  3 units
Critical Thinking, Reading, and Writing Across the Curriculum

*or*

PHL 200  3 units
Introduction to Logic

**Area B: Physical Universe and its Life Forms (8 units)**

**Life Science**
BIO 100  4 units
General Biology

**Mathematics**
MAT 120  4 units
Calculus and Analytic Geometry I

**Area C: Arts, Literature, Philosophy, and Foreign Languages (6 units)**

**Arts**
ART 100  3 units
Art Appreciation

**Letters & Humanities**
PHL 100  3 units
Introduction to Philosophy

*or*

ENG 250  3 units
Contemporary Multicultural Literature

**Area D: Social, Political and Economic Institutions and Behavior (6 units)**

**Comparative Systems**
HIS 100  3 units
U.S. History I

**Social Issues**
HIS 201  3 units
U.S. History II

**Area E: Life-Long Understanding and Self Development (3 units)**

UNI 100  3 Units
First Year Seminar

*or*

ANT 125  3 units
Human Understanding and Development

**Mathematics and Science Courses (33 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 150A</td>
<td>5</td>
</tr>
<tr>
<td>CHE 150B</td>
<td>5</td>
</tr>
<tr>
<td>PHY 150A</td>
<td>4</td>
</tr>
<tr>
<td>PHY 150B</td>
<td>4</td>
</tr>
<tr>
<td>PHY 150C</td>
<td>4</td>
</tr>
<tr>
<td>PHY 150D</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>4</td>
</tr>
<tr>
<td>MAT 122</td>
<td>4</td>
</tr>
</tbody>
</table>

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

The curriculum in the Associate of Science Degree in Mathematics and Science with Engineering Emphasis is designed with two purposes:

- To prepare the student to enter a four-year University to obtain a Bachelor’s degree for professional careers in related fields, and
- To provide the student with the knowledge and skills to enter the workforce.

**Requirements**

In order to meet the academic requirements for graduation with an Associate of Science Degree in Mathematics and Science with Engineering Emphasis from the National Hispanic University, 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 grade point average of “C” (2.0) or higher.

## General Plan

<table>
<thead>
<tr>
<th>NHU Core Courses</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>33 units</td>
</tr>
<tr>
<td>Mathematics, Science and</td>
<td></td>
</tr>
<tr>
<td>Engineering Courses</td>
<td>36 units</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73 units</strong></td>
</tr>
</tbody>
</table>

### NHU Core Courses

- SCI 100 (3 units): Computer Applications for Scientists & Engineers
- INF 100 (1 unit): Information Literacy

### General Education Courses

#### Area A: Communication in the English Language and Critical Thinking (9 units)

**Oral communication**
- SPC 100 (3 units): Public Speaking

**Written Communication**
- ENG 100 (3 units): English Composition and Reading

**Critical Thinking**
- ENG 201 (3 units): Critical Thinking, Reading, and Writing Across the Curriculum

#### Area B: Physical Universe and its Life Forms (9 units)

**Physical Science**
- CHE 150A (5 units): General Chemistry for Scientists and Engineers I

**Mathematics**
- MAT 120 (4 units): Calculus and Analytical

#### Area C: Arts, Literature, Philosophy, and Foreign Languages (6 units)

**Arts**
- ART 100 (3 units): Art Appreciation

**Letters & Humanities**
- PHL 100 (3 units): Introduction to Philosophy

**or**
- ENG 250 (3 units): Contemporary Multicultural Literature

#### Area D: Social, Political and Economic Institutions and Behavior (6 units)

**Comparative Systems**
- HIS 100 (3 units): U.S. History I

**Social Issues**
- HIS 201 (3 units): U.S. History II

#### Area E: Life-Long Understanding and Self Development (3 units)

**or**
- ANT 125 (3 units): Human Understanding and Development

#### Mathematics, Science and Engineering Courses (36 units)

- PHY 150A (4 units): General Physics I (Mechanics)
- PHY 150B (4 units): General Physics II (Electricity & Magnetism)
- PHY 150C (4 units): General Physics III (Heat & Light)
- MAT 121 (4 units): Calculus and Analytic Geometry II
- MAT 122 (4 units): Calculus and Analytic Geometry III
- MAT 220 (4 units): Differential Equations
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 100</td>
<td>Introduction to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EGR 200</td>
<td>Engineering Mechanics-Statics</td>
<td>2</td>
</tr>
<tr>
<td>EGR 225</td>
<td>Introduction to Materials</td>
<td>3</td>
</tr>
<tr>
<td>EGR 250</td>
<td>Introduction to Circuit Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>
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.

Goal

The goal of National Hispanic University Teacher Education Credential Program is to prepare candidates for the Multiple Subject or Single Subject Credentials (English, Mathematics, History-Social Science, Science, Art, Physical Education and Spanish) or Mild to Moderate Education Specialist Credentials as well as for CLAD/CTEL/BCLAD certificates.

List of Courses for the 2042 Preliminary Multiple Subject Credential

(43 Units with Pre-requisites)

Pre-requisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 508</td>
<td>3</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td></td>
</tr>
<tr>
<td>CS 100</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td></td>
</tr>
<tr>
<td>LIN 406</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Linguistics</td>
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Credential Courses:

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 514</td>
<td>3</td>
</tr>
<tr>
<td>Effective Teaching and Learning</td>
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<tr>
<td>EDU 515</td>
<td>3</td>
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<tr>
<td>Cultural Diversity in the Classroom</td>
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<tr>
<td>EDU 516</td>
<td>1</td>
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<tr>
<td>Classroom Field Experiences and Seminar</td>
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<tr>
<td>EDU 520</td>
<td>3</td>
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<tr>
<td>Second Language Learners</td>
<td></td>
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<tr>
<td>EDU 522</td>
<td>2</td>
</tr>
<tr>
<td>Methods: Science Curriculum and Instruction</td>
<td></td>
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<tr>
<td>EDU 527</td>
<td>2</td>
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<tr>
<td>Methods: Mathematics Curriculum and Instruction</td>
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<tr>
<td>EDU 529</td>
<td>3</td>
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<tr>
<td>Methods: History Social Science Curriculum and Instruction</td>
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<tr>
<td>EDU 530</td>
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<tr>
<td>Language Arts, Literacy &amp; Reading Curriculum and Instruction (Subject Matter Competency required)</td>
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<tr>
<td>EDU 531</td>
<td>2</td>
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<tr>
<td>Computer Technology for Teaching /Learning 1</td>
<td></td>
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<tr>
<td>EDU 550</td>
<td>2</td>
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<tr>
<td>Teaching Health Education (CPR required)</td>
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<tr>
<td>EDU 551</td>
<td>3</td>
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<tr>
<td>Inclusive Educational Practices</td>
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<tr>
<td>EDU 555 A/B</td>
<td>4</td>
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<tr>
<td>Student/Intern Teaching Practicum (Subject Matter Required)</td>
<td></td>
</tr>
</tbody>
</table>

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

In addition, 2042 candidates must pass the CTC/ETS designed Teacher Performance Assessment (TPA) administered and scored by the University in collaboration with the CTC and ETS.
List of Courses for the 2042 Preliminary Single Subject Credential

(39 Units with pre-requisites)

Pre-requisites:

- EDU 508 3 units
  Educational Foundations
- CS 100 3 units
  Introduction to Computers

Credential Courses

- EDU 514 3 units
  Effective Teaching and Learning
- EDU 515 3 units
  Cultural Diversity in the Classroom
- EDU 516 1 unit
  Classroom Field Experiences and Seminar
- EDU 520 3 units
  Second Language Learners
- EDU 524 6 units
  Secondary Content Methods Curriculum and Instruction (Subject Matter Competency required)
- EDU 530a 6 units
  Language Arts and Reading Curriculum and Instruction
- EDU 531 2 units
  Computer Technology for Teaching /Learning
- EDU 550 2 units
  Teaching Health Education (CPR required)
- EDU 551 3 units
  Inclusive Educational Practices
- EDU 555 A/B 4 units
  Student/Intern Teaching Practicum (Subject Matter Competency required)

Before recommendation is made to the CCTC, the NHU will verify that candidates have met Subject Matter completion, U.S. Constitution and fingerprint requirements. In addition, candidates must pass the CCTC/ETS designed Teacher Performance Assessments (TPAs) which are administered and scored by the University.

Mild-to-Moderate Level I Special Education Credential

The National Hispanic University is authorized by the California Commission on Teacher Credentialing to issue a Mild to Moderate Level I Special Education Credential. Upon completion of the prerequisites, general and core requirements, the candidate is issued a Tier I Mild to Moderate Special Education authorization which converts to a credential when the candidate begins teaching in a special education classroom.

Before recommendation is made to the CCTC, the NHU will verify that candidates have met Subject Matter, U.S. Constitution, fingerprint requirements and successful completion of the RICA examination.

List of Courses for Mild to Moderate Level I Special Education Credential

(38 Units with pre-requisites)

Pre-requisites:

- EDU 508 3 units
  Educational Foundations
- EDU 531 2 units
  Computer Technology for Teaching /Learning

General Requirements (18 Units)

- EDU 515 3 units
  Cultural Diversity in the Classroom
- EDU 516 1 unit
  Classroom Field Experiences and Seminar
- EDU 520 3 units
  Second Language Learners
- EDU 550 2 units
  Teaching Health Education (CPR required)
- EDU 551 3 units
  Inclusive Educational Practices
- EDU 530 6 units
  Language Arts, Literacy and Reading Curriculum and Instruction (Subject Matter Competency required)
### Core Requirements (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>SPED 500</td>
<td>2</td>
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<tr>
<td>Assessment and Instruction Planning</td>
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<td>SPED 501</td>
<td>3</td>
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<tr>
<td>Behavioral Support and Intervention</td>
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<td>SPED 502</td>
<td>3</td>
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<tr>
<td>Curriculum and Instruction Adaptations</td>
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<tr>
<td>SPED 503</td>
<td>3</td>
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<tr>
<td>Teaching Mild to Moderate Students</td>
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<tr>
<td>EDU 555</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Practicum</td>
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</tbody>
</table>

### List of Courses for the Ryan CLEAR Credential

Upon completion of the basic requirements for a Teacher Education Program, the candidate is issued a Preliminary Certificate entitled Preliminary Credential. This document is valid for five years during which teachers can convert to a professional CLEAR certificate/credential by completing additional requirements.

**Ryan clear courses include:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 550</td>
<td>2</td>
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<tr>
<td>Teaching Health Education</td>
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<tr>
<td>(Includes CPR training by an approved organization)</td>
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<tr>
<td>EDU 551</td>
<td>3</td>
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<tr>
<td>Mainstreaming Exceptional Students</td>
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<tr>
<td>EDU 552</td>
<td>3</td>
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<tr>
<td>Curriculum Materials and Technology</td>
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</table>

### List of Courses for the 2042 CLEAR Credential

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 552</td>
<td>3</td>
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<tr>
<td>Curriculum Materials and Technology</td>
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<tr>
<td>EDU560</td>
<td>3</td>
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<tr>
<td>Creating Healthy Classrooms</td>
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<tr>
<td>EDU561</td>
<td>2</td>
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<tr>
<td>Creating an Inclusive Classroom</td>
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</tbody>
</table>

### EDU 567

Advanced Study for Teaching English Language Learners

### Teacher Intern 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.

An intern candidate must complete his or her BA, CBEST, subject matter and 120 hours of specified course work. A university advisor can provide course information that fulfills the 120 hours.

For the Intern Credential a candidate needs to supply the university with a job offer of 50% or more, subject matter competency and 120 hours of required public school coursework.

Intern teachers may use their classroom for their student teaching experience. Students must complete the appropriate teaching assignment in compliance with CCTC requirements.

### TEACHING CERTIFICATE PROGRAMS

A certificate program consists of a coherent set of academic courses considerably narrower in scope and objectives than a degree or major.

Certificate programs are normally oriented toward occupations and career skills or for a specifically designed purpose. Courses are intensive and include practical studies in current business practices and technologies. The certificate programs consist of a sequence of required and elective courses that connect technical and functional skills with precepts of specialized areas of a profession.

Preparation courses for credentialed teachers to obtain a subject matter authorization, CTEL or BCLAD certificates and courses are available. The Commission on Teacher Credentialing (CTC) has approved NHU to offer courses that satisfy the requirements for the certificates.
CTEL (CLAD)/BCLAD Authorization

The Commission on Teacher Credentialing has authorized The National Hispanic University 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.

CLAD Course Work

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

- EDU 508 3 units
  Educational Foundations or Sociology

- EDU 515 3 units
  Cultural Diversity

- EDU 520 3 units
  Second Language Learners

- EDU 567 3 units
  Advanced Study for Teaching English Language Learners

- LIN 406 3 units
  Comparative Linguistics

BCLAD Certificate

The California Commission on Teacher Credentialing (CCTC) has authorized the BCLAD certificate to better meet the growing demand for teachers who possess language expertise to teach in culturally and linguistically diverse classrooms.

BCLAD Certificates authorize instruction to English Learners. The types of Instruction to English Learners Authorized by the BCLAD Certificate include:

- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

Teachers may obtain the BCLAD certificate by:

Taking the required CTEL courses and passing CSET LOTE:

- Test 3: The Language of Emphasis
- Test 4: Methodology for Primary Language Instruction
- Test 5: The Culture of Emphasis

Teachers who hold a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in a language other than English need not take Test 3 to qualify for a BCLAD Certificate in that language.

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 6 to qualify for a BCLAD Certificate in that language. The foreign institution must be equivalent in status to a regionally-accredited institution of higher education in the United States.
The Translation and Interpretation Certificate Program

Mission

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

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. A certificate will be issued after the completion of 21 units of coursework.

Vision

The vision of the T& I program is to provide the education and necessary tools to students so they can succeed as a translator and interpreter 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 the following:

- To prepare interpreters and translators in the Spanish-English combination
- To offer students the opportunity to apply units earned in T&I courses towards the pursuit of other degree programs at NHU

Objectives

Graduates from the program will learn:

- Specialized vocabulary
- 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

Requirements

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

a. High school diploma or equivalent (GED).

b. Fluency in both English and Spanish (ability to speak, read and write at advanced level) is required. This will be determined by:
   i. Interview with the Director of the Program
   ii. Placement examinations (English Accuplacer and translation English-Spanish and Spanish-English test).

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

Coursework

Three Required Courses

T&I 205 Syntax and Discourse Analysis I 3 units
T&I 305 Translation Theory & Technique I 3 units
T&I 306 Interpretation Theory & Technique I 3 units

Four Elective Courses from the Following

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

Anthropology

ANT 100  3 units
Introduction to Anthropology
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. GE Area D1
Pre-requisite: None

ANT 125  3 units
Human Understanding and Development
This course examines the human cycle in its socio-cultural, 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.
GE Area E
Pre-requisite: None

ANT 422  3 units
Cultures of Mexico
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.
Pre-requisite: None

Art

ART 100  3 units
Art Appreciation
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. GE Area C1
Pre-requisite: None

ART 238  3 units
Visual and Performing Arts

Biology

BIO 100  4 units
General Biology
BIO 100 is an introductory level general biology course and lab that fulfill 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. GE Area B2/B3
(3 units lecture and 1 unit lab).
Pre-requisite: None

Business

BUS 101  3 units
Introduction to Business
This course introduces the student to the how and why of business and management as part of our capitalist system. The structure of business and the functions of business, including management styles, manufacturing, wholesaling, retailing, marketing, finance, risk management, human and labor relations are explored. The course will also examine the role of international business, government and business ethics.
Pre-requisite: None

BUS 111  3 units
Personal and Professional Skills Integration
Overviews of language, culture, values and personal identity, are examined from the perspective of self-organizing theory and interpretive and conversation-based field research are explored as part of class assignments. (Formerly BUS 110)
Pre-requisite: None

BUS 120  3 units
Principles of Microeconomics
This course introduces the role market systems as a means of solving the problems involved in the production and distribution of good 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)

Pre-requisite: None

BUS 121 3 units
Principles of Macroeconomics
This course deals with the organization of the economics order with emphasis 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)

Pre-requisite: None

BUS 200 3 units
Enterprise Computing Issues
This course is a study of issues faced by businesses in transforming a set of inputs into a set of outputs (goods or services). Students will learn the benefits of effective business processes and then study the use of SAP R/3 in making those strategic planning, order fulfillment, materials acquisition, new product development, supply chain management: capacity, materials, inventory management forecasting and materials requirement planning. Course will include concepts from SAP 20:

- Business process overview and how SAP R/3 supports these business processes,
- Introduction and navigation through SAP R/3,
- Concepts and features of SAP R/3 to analyze, control and perform business tasks, SAP R/3 and the support of effective business processes.


Pre-requisite: None

BUS 240 3 units
General Accounting Principles
Introduction to financial accounting: the accounting process, journal entries, adjustments, preparation of financial statements; examination of accounting systems and different forms of business organizations; detailed study of certain asset accounts: cash marketable securities, accounts and notes receivable, inventories.

Pre-requisite: MAT 45 or satisfactory score on Math Assessment Test

BUS 245 3 units
Managerial Accounting
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)

Pre-requisites: BUS 101 and BUS 240

BUS 250 3 units
Legal Environments of Business
The law applicable to business institutions and their operations; social forces and other effects upon the development of law. Introduction to the UCC, federal and state employment law, torts, contracts, and agency relationships and business proprietorships. (Formerly BUS 350)

Pre-requisite: BUS 101

BUS 260 3 units
Business Statistics
Introduction to the theory and application of probability and statistics for managerial decision-making. Student will learn to collect, analyze, and present data; evaluate explain conclusions draw for analyzing measurements of central tendency dispersion, and probability distributions, and perform hypothesis testing. (Formerly BUS 360)

Pre-requisites: BUS 101 and MAT 100

BUS 265 3 units
Business Communication
Development of skills in oral and written communication. Emphasis on clarity, authenticity, and creativity of language in presentations, ad the role of interpretation as a key to understanding oral and written text. Application of language theory to business communication issues. Class lectures may address specific works drawn from interpretation and communication authors. (Formerly BUS 225)

Pre-requisites: ENG 100 and SPC 100

BUS 325 3 units
Small Business Management
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 SWOT Analysis. Marketing Strategies include the “4P’s” and management operations, taxation, financial forecasting and management. (Formerly BUS 241)

Pre-requisite: BUS 101

BUS 331 3 units
Personal Financial Management
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 of this course is to provide the student with a foundation in personal finance in order to allow the student to develop a financial plan that they can use to reach their individual life goals and objectives.

BUS 351  3 units
Business Ethics
Ethical problems and conflicts encountered in both the American and International Business scene. 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. Understanding the relationship between knowing, doing, and being, and its implications for business in a multicultural world.
(Formerly BUS 251)
Pre-requisite: ENG 100

BUS 368  3 units
Project Management
Project management from both the strategic and operations point of view. Quantitative methods also include project planning, budgeting, evaluation, selection, scheduling and control. Qualitative methods include project organization structure, staffing and team building. The role and responsibilities of the project manager and interface with other managers. Students are required to carry out a group project.
(Formerly BUS 168)
Pre-requisite: BUS 101

BUS 370  3 units
Principles of Marketing
Marketing principles and policies; Marketing functions, price policies and controls; trade channels, merchandising, market research, government regulations, and competitive practices; integration of Marketing with other activities of the business enterprise.
(Formerly BUS 270)
Pre-requisites: ENG 100 and BUS 101

BUS 372  3 units
Sales Techniques and Management
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; conducting a sales meeting.
Pre-requisite: BUS 370

BUS 375  3 units
Consumer Behavior
The course will review the cultural differences that exist among consumers within a Multicultural community. The analysis of cultural identity: its origins, customs, values, beliefs, philosophy, and language-based research methods and will focus on ways to use this knowledge to better understand the consumer issues and challenges stemming from market globalization.
(Formerly BUS 332)
Pre-requisites: BUS 101 and BUS 370

BUS 377  3 units
Hispanic Marketing
The study of marketing management, with focus on the Hispanic consumers as significant factor for marketing management considerations in the United States. This course will focus on the traits, circumstances and opportunities of the Latin American consumer market as well as explore the unique attributes and cultural differences that help differentiate this market from other ethnic groups.
Pre-requisite: BUS 370

BUS 381  3 units
Management and Organization Behavior
A multidisciplinary and integrative approach to organizational action based on theories of culture, theory of self-organization (autopoiesis) in social systems, theories of language, and theory of action. Applications for organizational research and organizational development.
(Formerly BUS 281)
Pre-requisite: BUS 101

BUS 382  3 units
Human Resource Management
The design of systems of rewards, assessment, and manpower development. The interaction of selection, placement, training, personnel evaluation, and career ladders within the on-going organization. Role of the staff manage. A critical examination of behavioral research versus language-oriented (interpretive) approaches for solving human resource management problems.
Pre-requisites: BUS 101 and BUS 381

BUS 431  3 units
International Business
A survey of the basic characteristics of international business. The exploration of 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)
Pre-requisite: BUS 101

BUS 440  3 units
Financial Management
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.

*Pre-requisites: BUS 101 and BUS 360*

**BUS 450**  
**Strategic Management**  
Integrative study, case analysis, and discussion analyzing the interrelationships of managerial decisions and/or actions with and between the firm and its environment(s). Applies multidisciplinary techniques to diagnose and recommend actions.  
*Pre-requisite: Senior Standing*

**BUS 476**  
**International Marketing**  
Problems international business people must deal with and the ways they may be resolved and analyzed via case studies. Institutions principles and methods; effect of national differences on business practices; exporting and importing.  
(Formerly BUS 376)  
*Pre-requisite: BUS 370*

**BUS 480**  
**Leadership**  
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)  
*Pre-requisite: BUS 101*

**BUS 498**  
**Supervised Senior Practicum**  
Coordinated training combining experience in a business field with academic analysis. Principles theory and practice applied to real life situations. Individual study and conferences with instructor. Students must analyze business organizations to determine needs, issues and problems. Major report and presentation required. By arrangement with faculty advisor.  
(Formerly BUS 499)  
*Pre-requisite: BUS 245*

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### Child Development

**CD 100**  
**Child Growth and Development**  
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 upon the lives of children, families, and society are explored. Individual differences in learning are discussed from within a culturally sensitive framework.  
*Pre-requisite: None*

**CD 200**  
**Child Development and Community Relationships**  
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 will be given to cultural diversity, social class, gender roles, and their impact on family behavior, values, morals and attitudes.  
*Pre-requisite: CD 100*

**CD 252**  
**Practicum in Child Development**  
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.  
*Pre-requisite: Completion of 12 units in Child Development.*

**CD 254**  
**Adult Supervision: Program and Professional Assessment**  
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.  
*Pre-requisite: Completion of 12 units in Child Development*

**CD 351**  
**Cultural Dimensions Related to Child Development**  
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 will be integrated into instructional strategies and the curriculum. Particular attention will be given to
the value and importance of implementing an anti-bias curriculum. Field based instructional activities required.  
*Pre-requisite: Upper Division Standing*

**CD 352**  
**3 units**  
**Cognitive and Language Development**  
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.  
*Pre-requisite: Upper Division Standing*

**CHE 150A**  
**5 units**  
**General Chemistry for Scientists & Engineers I**  
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. Laboratory program complements lecture. (4 lecture units and 1 lab unit)  
*Pre-requisite: 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**  
**4 units**  
**General Chemistry for Scientists and Engineers II**  
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. Laboratory program complements lecture.  
(3 lecture units and 1 lab unit)  
*Pre-requisite: CHE 150A*

**Computer Science/Information Systems**

*Note: Not accepting new students into the CS Program, as it is currently under review.*

**CS 100**  
**3 units**  
**Introduction to Computers**  
Use of PC with current applications software to solve problems both personal and organizational. Includes introduction and history of computers and their applications, a general overview of how a computer system operates and introduction to the different components of a computer. (2 lecture units and 1 lab unit)  
*Pre-requisite: None*

**CS 101**  
**3 units**  
**Introduction to Programming**  
Creation of software components that interact with and control existing applications such as spreadsheets, word processing, and databases. A broad range of examples, case studies, exercises, and programming projects gives
students significant hands-on experience. Students learn a three step process for building an application – creating the user interface, setting properties, and writing the code.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 103

CS 103

Advanced Computer Applications
A study of the use and application of productivity software and the Internet in business and public organizations. The course emphasizes the use of database software and spreadsheet software to plan, analyze, design, develop and test educational and/or business solutions. (2 lecture units and 1 lab unit)

Pre-requisite: CS 100 or consent of instructor

CS 105

Object-Oriented Programming I
Translation of an informal problem specification into a class design and the implementation of that design in an object oriented programming language. Software topics include maintainability, readability, testing, documentation, and modularization. Topics include writing portable applications, compiling, execution, selection, repetition, parameter passing, and arrays. Students are expected to read, understand and debug existing code as well as develop new classes.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 101

CS 106

Object-Oriented Programming II
Advanced programming techniques, problem solving, algorithms, and structured program design. Develop structured program design, control structures, arrays, functions, sorting sequential and random files.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 105

CS 107

Personal Computer Systems
An in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 103

CS 110

Data Communications and Networking
Introduction to data communications and networking concepts. Principles of LANs and WANs, routers and Internetworking devices. Network architectures, protocols, administration and support will be covered. The use of several common LAN’s products, LAN management security, and LAN comparisons will be discussed. Students will do research and present information on the design and implementation of a LAN project that can solve a significant, complex and hopefully generalized problem, dealing with constraints and trade-offs in the solution.

Pre-requisite: CS 103

CS 130

Network Operating Systems
An intensive introduction to multi-user, multi-tasking network operating systems. Characteristics of current network operating systems will be discussed. Students will learn the configuration of network services, basic network security, installation procedures, back-up procedures, remote access and troubleshooting. This course covers several fundamental networking topics including LAN and WAN topologies, networking hardware placement and uses, and cabling standards.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 107

CS 150

Elementary Algorithms and Data Structures
Introduction to the concepts and representation of basic data structures, including queues, stacks, trees, arrays, linked lists, strings and graphs. The course will cover data-related algorithms that are common to the design and manipulation of compilers, databases and operating systems.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 106

CS 212

Internet Protocols
Routing protocols used on the Internet, and the real-world implementations of TCP/IP. TCP/IP architecture; Application layer protocols and services; Transport layer protocols; Internet layer protocols; and Internet administration. Concepts of IP addressing.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 110

CS 220

Networking Basics
This course introduces students to current and emerging networking technologies. It focuses on network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet,
Protocol (IP) addressing, and network standards. Instruction is also provided in the proper care, maintenance, and use of networking software, tools and equipment. (3 lecture units and 1 lab unit)

Pre-requisite: CS 130, Sophomore Status

**CS 221**  
**4 units**

**IOS Configuration**
This course introduces students to current and emerging networking technologies. It focuses on initial router configuration, IOS software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Students will develop skills on how to configure a router, managing IOS software, configuring routing protocol on routers, and set the access lists to control the access to routers. (3 lecture units and 1 lab unit)

Pre-requisite: CS 220, Sophomore Status

**CS 222**  
**4 units**

**Routing and Switching**
This course introduces students to current and emerging networking technologies. It focuses on advanced IP addressing techniques (Variable Length Subnet Masking [VLSM]), intermediate routing protocols (RIP v2, single-area OSPF, EIGRP), command-line interface configuration of switches, Ethernet switching, Virtual LANs (VLANs), Spanning Tree Protocol (STP), and VLAN Trunking Protocol (VTP). (3 lecture units and 1 lab unit)

Pre-requisite: CS 221, Sophomore Status

**CS 223**  
**4 units**

**Network Design (WANs)**
This course introduces students to current and emerging networking technologies. It focuses on advanced IP addressing techniques (Network Address Translation [NAT], Port Address Translation [PAT], and DHCP), WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking. (3 lecture units and 1 lab unit)

Pre-requisite: CS 222, Sophomore Status

**CS 290**  
**3 units**

**IT Internship**
This course consists of the student having a computer networking technology-related job at a local firm or organization. It will give students the experience of being a computer network professional, which should help I career decisions and preparation for obtaining their first job after graduation.

Pre-requisite: CS 223, Sophomore Status

**CS 300**  
**3 units**

**Introduction to Internet/Telecommunications**
This course examines the many features and technologies that make the Internet work. This includes Internet services/tools: WWW, E-mail, Chat rooms, File Transfer Protocol (FTP), Telnet, newsgroups, browsers and search engines; creating a web site: HTML authoring tools; Client/Server architecture; Internet appliances; WebTV, Thin clients, Internet telephony and wireless devices; Internet Infrastructure: segmentation, routing, servers, clients and bandwidth; Web Programming: concepts, protocols, languages and scripting; Databases and Web Hosting: Database Management Systems (DBMS), SQL and hosting services; internet security: intrusions, protection strategies and virtual private networks (VPN). (2 lecture units and 1 lab unit)

Pre-requisite: CS 103 or consent of instructor

**CS 322**  
**3 units**

**Client Administration**
Installation and configuration of a network workstation using current Network Operating System software. Formatting and partitioning of disks, creation of file-sharing and print-sharing services. Creation and removal of user accounts, booting and shutting down systems safely, creating and managing local system resources. Create system backups, and manage security access services provided by the NOS software. Key network protocols and standards. (2 lecture units and 1 lab unit)

Pre-requisites: CS 212

**CS 330**  
**3 units**

**Database Management Systems**
Introduction to the basic concepts underlying database systems. Emphasizes the relational model, and discusses the elements of the entity-relationship model, the network model, and the hierarchical model. Various issues concerning physical data organization and query optimization are presented. Crash recovery schemes and control schemes are also covered. Discussion concerning a number of different non-standard database systems.

(2 lecture units and 1 lab unit)

Pre-requisites: CS 103 and CS 150

**CS 332**  
**3 units**

**Server Administration**

Pre-requisite: CS 322
CS 340  3 units
Advanced Networking
Implementation and support of a current Inter
networking Operating System (IOS). Real-life issues
with case studies and examples to step the student
through important IOS functions. Router configuration
and administration. LAN and WAN interfacing
technologies as they relate to router configurations.
Router Internetworking Operations System (IOS) as
well as its Command-Line Interface (CLI). Managing
and troubleshooting router LAN/WAN interfaces. (2
lecture units and 1 lab unit)
Pre-requisite: CS 332

CS 360  3 units
Object-Oriented Analysis and Design
Information Systems methodologies to solve enterprise-
wide managerial and organizational problems.
Requirements analysis, specifications, preliminary
design, detailed design, code, unit test, integration test
and system test. Specifications and a preliminary design
are created, reviewed and evaluated using systems
analysis and design techniques to develop a multi-user
system including database. Apply at least one
programming language to solve a problem relevant to
the course. (2 lecture units and 1 lab unit)
Pre-requisite: CS 330

CS 380  3 units
Graphical Programming
Study of a current graphical programming language for
data acquisition, instrument control software, and
analysis software in the context of industrial, scientific,
academic, and laboratory environments. Write
programs that solve problems in computers, electronics,
physics, and chemistry. Students will have the
opportunity to apply and reinforce computer
programming concepts previously learned. (2 lecture
units and 1 lab unit)
Pre-requisite: CS 101, CS 105 and CS 106

CS 460  3 units
Management of Information Systems
This course focuses on the problems and issues faced
by managers of Information Systems. Management of
computer equipment and personnel, managing teams in
programming projects, cost estimating and planning for
software development projects, outsourcing of CIS
functions, disaster recovery planning, computer security
and computer crime, copyright protection for computer
software, and legal and ethical issues in Computer
Science/Information Systems.
(2 lecture units and 1 lab unit)
Pre-requisite: Senior Standing or consent of instructor

Students will have a computer technology-related job at
a local firm or organization. It will give students the
experience of being computer professionals, which
should help in career decisions and preparation for
obtaining their first job after graduation. Students
already doing computer-related work may substitute
this course for an elective with prior approval from the
Instructor and the Department Chair.
Pre-requisites: Senior Standing and CS 460

CS 490B  3 units
Computer Information Systems Senior Project
Formulation and solution of a selected problem in
Computer Information Systems. The project must solve
a practical problem within the computer field; should be
challenging enough and should require the application
of concepts learned in previous CS courses. The student
will write a report and present it to the sponsoring
professor.
Pre-requisites: Senior Standing and CS 340

* These courses can be substituted for upper division courses
offered in 4-year institutions such as Database Management
Systems, Database Design, Networked Databases, Web
Design & Programming, Middleware, Multimedia, IT
Security, e-Commerce, Computer Graphics and Visualization,
High-Performance Computer Architecture, Artificial
Intelligence, Applied Logic, Relational Database Systems,
Information Resource Management and Data Administration,
Database Design and Administration, Visual Programming,
Macroeconomics, Business Statistics, and other topics of
interest with prior approval from the Department Chair.

Dance

DAN 120  1.5 units
Dance
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: (1) generic movement types and
activities; (2) dance styles and cultural diversity; (3)
major dance forms in the Western world; (4)
philosophy of dance; (5) dance pedagogy.
Pre-requisite: None.

Early Childhood Education

ECE 101  3 units
Introduction To Early Childhood Education
This course introduces current educational theories and
research, historical aspects, and current practices
relating to Child Development. This course includes
observations in selected environments.
Pre-requisite: None

ECE 102  3 units
Principles of School-Age Child Care
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.

Pre-requisite: ECE 101

ECE 103
Child Growth and Development
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 upon the lives of children and individual differences in the study of human development. Includes some fieldwork.

Pre-requisite: ECE 101

ECE 104
The School-Age Child
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 fieldwork is required.

Pre-requisite: ECE 101, ECE 102, ECE 103, and ECE 105

ECE 105
Observation and Assessment Techniques
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. Course requires observation of children in various settings.

Pre-requisite: ECE 101, ECE 102, ECE 103, and ECE 104

ECE 106
Child, Family and Community
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. Fieldwork required.

Pre-requisite: ECE 101

ECE 107
Child Health, Safety and Nutrition
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.

Pre-requisite: ECE 101

ECE 108
The Exceptional Child
This course examines the four largest categories of exceptionality among young children: learning disabilities, speech and language impairments, mental retardation, and emotional disturbance. The course identifies the various handicapping conditions and special needs of young children, including the gifted. This course also explores techniques and strategies for mainstreaming these children within the educational setting. Some fieldwork is required.

Pre-requisite: ECE 101, ECE 103, and ECE 105

ECE 109
Child Development in Multicultural Contexts
This course explores the dynamic relationship between culture and child development by highlighting cultural influences on each of four major dimensions of development — the physical, cognitive, emotional, and social — during early childhood. Students will examine their own assumptions and attitudes towards diversity and apply them to non-stereotypical teaching practices through using developmentally age-appropriate and anti-bias activities. Some fieldwork required.

Pre-requisite: ECE 101 and ECE 103

ECE 110
Early Childhood Curriculum
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 fieldwork required.

Pre-requisite: ECE 101 and ECE 103

ECE 111
School-Age Curriculum
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. Fieldwork is required.

Pre-requisite: ECE 102, ECE 104

ECE 212   1 unit
Creative Experiences for Children
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).

Pre-requisite: ECE 101, ECE 103

ECE 213   1 unit
Emergent Literacy in Early Childhood
This course fosters the development of skills and techniques for teaching young children language and literacy through an integrated and individualized curriculum. The course will focus on the development of language and literacy during the first five years of life with an emphasis on ages 2 through 5.

Pre-requisite: ECE 101, ECE 103

ECE 214   3 units
Behavior Management and Guidance in Early Childhood Education
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.

Pre-requisite: ECE 101, ECE 103

ECE 215   3 units
Management of Child Care Centers
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.

Pre-requisite: ECE 101, ECE 103

ECE 216   3 units
Infant-Toddler Care and Education
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 fieldwork is required.

Pre-requisite: ECE 101

ECE 217   1 unit
Administering a Family Child Care
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 will be provided. The integration of family day care and home life will also be explored.

Pre-requisite: None

ECE 218   1 unit
Early Childhood Environments
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 fieldwork is required.

Pre-requisite: None

ECE 219   2 units
Inclusive Practices for Children
This course examines inclusive practices for children from birth to the age of five and specifically addresses ways to promote and support success in children within relationship-based child care. Students will work on strategies for meeting the needs of individual children including making adaptations and modifications in the environment and on the curriculum.

Pre-requisite: None

EDU 100   3 units
Technology Essentials for Educators
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 educational software packages used in education.

Pre-requisite: None

EDU 250   3 units
Field Experience in the Classroom
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 will do 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. Required course for all Liberal Studies Majors. Students must enroll in this class in either their sophomore or junior years.
*Pre-requisite: CD 100*

EDU 290 3 units
Sophomore Seminar
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 on-going project that must be completed before the end of their sophomore year. Instructors will assist their students according to the subject matter requirements. This course is graded on a P/F basis.
*Pre-requisite: None*

EDU 300 3 units
Liberal Studies Gateway Experience
Course must be completed by all Liberal Studies Majors during the Junior Year. This course is an introduction to the academic and professional requirements for K-8 teachers. Course will focus 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 will practice some research and technological skills that are required for teachers.
*Pre-requisite: Junior Standing*

EDU 447 3 units
Theoretical Foundations of Physical Education and Health Education for K-8.
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.
*Pre-requisite: none*

EDU 490 1 unit
Senior Seminar
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. *Pre-requisite: Senior Standing.*

EDU 508 3 units
Educational Foundations
The course does 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.

EDU 514 3 units
Effective Teaching and Learning
The purpose is to provide the teacher with the tools and strategies to be effective in the management of a classroom. The content of this course 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 during the course.

EDU 515 3 units
Cultural Diversity in the Classroom
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 is discussed.

EDU 516 1 unit
Classroom Field Experience and Seminar
This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students will be required to engage in observations, interviews and interaction with students,
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.

EDU 529 3 units
Methods: History Social Science Curriculum and Instruction
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.

EDU 530 6 units
Methods: Language Arts and Reading Curriculum and Instruction
The course will include theory, content and methods for teaching reading and promoting literacy in the classroom. Each teaching candidate will 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. EDU 530 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.

Pre-requisites: Subject Matter Competency for multiple subject candidates

EDU 531 2 units
Computer Technology for Teaching and Learning I
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. Pre-requisites: CS100 or equivalent

EDU 550 2 units
Teaching Health Education
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 as well as within the public school system. Participants will 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.

EDU 551   3 units
Inclusive Education Practices
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. Includes integration of learning handicapped, physically handicapped, severely handicapped, gifted and culturally diverse students.

EDU 552   3 units
Computer Technology for Teaching/Learning II
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, and development of lesson plans using computer-based activities and use online software for web design strategies.

Pre-requisite: Preliminary Credential

EDU 555   4 units
Student Teaching
Supervised field experience, systematic field experiences, portfolio assessment of personal growth and development, problem solving and documentation of Teacher Performance Expectation (TPE) will be completed during this course. University supervisors meet with the students to discuss issues and concerns, conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made towards proficiency in the TPEs.

Pre-requisites: Subject Matter Competency

EDU 560   3 units
Creating Healthy Classrooms
The 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.

Pre-requisite: Preliminary Credential

EDU 561   2 units
Creating Inclusive Classrooms
The purpose of this course is to discuss ways in which the diverse learner can be accommodated in the general education setting. The course will begin by reviewing strategies that can be implemented at the classroom level and then focus on some special needs students and how to individually tailor lessons to meet their particular needs. Students in this course will become familiar with general characteristics and needs that many exceptional learners share and will 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.

Pre-requisite: Preliminary Credential

EDU 567   3 units
Advanced Teaching for English Language Learners
Builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for 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).

Pre-requisite: Preliminary Credential

Engineering

EGR 100   3 units
Introduction to Engineering
Introduction to engineering through hand-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 skills, teamwork skills, and the ability to deal with ethical dilemmas. In addition, the course supports students in their efforts to succeed in engineering through personal and professional development. (2 lecture units and 1 lab unit)

Pre-requisite: Proficiency in High School algebra, geometry, and trigonometry or equivalent

EGR 200   2 units
Engineering Mechanics – Statics
Study of particles and rigid bodies in equilibrium. Applications to particles, two-dimensional 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.

Pre-requisite: MAT 121, Sophomore Status

EGR 225   3 units
Introduction to Materials
Study of atomic and crystal structures; imperfections and atom movement; phase equilibria and transformations; boundaries; heat treatment of metals; mechanical, physical and chemical properties of engineering materials. (2 lecture units and 1 lab unit)

Pre-requisites: CHE150A, PHY 150A, MAT 121, Sophomore Status

EGR 250   4 units
Introduction to Circuit Analysis
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. Basic instruments and experimental techniques in electrical engineering. Oscilloscopes, function generators, frequency counters and multiple-use meters. Measurements of voltage, current frequency response, transient response and computer simulation of circuits. (3 lecture units and 1 lab unit)

Pre-requisite: PHY 150B, MAT 220 (may be taken concurrently), Sophomore Status

English

ENG 40   3 units
English Grammar and Reading-Based Writing
The course emphasizes writing at the sentence and paragraph levels. English 40 is designed to facilitate students’ transition into the academic writing process through paragraph development, reading-based writing, and the study of various types of coherent and well-developed paragraphs.

Pre-requisite: none

ENG 45   3 units
English Grammar and Reading Comprehension
Designed to improve reading rate and comprehension, includes English grammar and vocabulary. This course carries no credit towards any degree and is graded on a CR/NC basis.

Pre-requisite: none

ENG 100   3 units
English Composition and Reading

This course emphasizes reading-based academic writing in a multicultural milieu. The student will critically respond to a variety of writers on various topics and themes. In addition, English 100 will cover the rhetorical modes, culminating in an argumentative research paper. GE Area A2

Pre-requisite: English placement Test or ENG 45

ENG 201   3 units
Critical Thinking, Reading, and Writing Across the Curriculum
This course explores the skills of critical reasoning, reading, and writing across the academic disciplines. Students will examine and analyze the structure of formal and informal arguments and ways people use language to persuade. Course includes formal logic, critical essays, and research strategies. GE Area A3

Pre-requisite: ENG 100

ENG 250   3 units
Contemporary Multicultural Literature
This course will focus on the literatures of all peoples in American society since the beginning of the 20th Century. The course will emphasize literature from African American, Asian American, Latino American, and Native American writers, covering the broad themes and deep concerns of those communities represented. GE Area C2

Pre-requisite: ENG 100

ENG 300   3 units
Advanced Writing Skills
Extended writing assignments. Includes rhetorical modes, narrative, process-analysis, cause and effect, and argumentation and persuasion. Introduces writing formats of summary, synthesis and critique. Students demonstrate competency in content development, sentence mechanics and editing techniques. Upper Division GE Area I

Pre-requisite: ENG 201, Must pass the Junior Writing Proficiency Exam or pass ENG399 with a grade of “C” or better.

ENG 301   3 units
Introduction to World Literature
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. Upper Division GE Area II

Pre-requisite: ENG 100, Junior Status
ENG 302  3 units  
American Literature I (1600-1865)  
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 will represent diverse authors presenting a variety of philosophies and styles. Students will be 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 will be discussed as a tool for literary criticism and analysis.  
Pre-requisite: ENG 100

ENG 303  3 units  
American Literature II (1865-Present)  
Study of selected works of American authors from 1865 to present. Includes poetry, drama, essay, short story and novel. Literary criticism and analysis. The authors represent human diversity and variety of philosophies and styles.  
Pre-requisite: ENG 302

ENG 399  3 units  
The Craft of Academic Writing  
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. During ENG 399, students will demonstrate their academic writing ability by completing a rigorous and varied array of writing assignments, including extensive practice in expository and argumentative writing. A grade of “C” or better in ENG 399 satisfies NHU’s upper-division written English proficiency requirement.  
Pre-requisite: Two “no pass” scores on the Junior Writing Proficiency Test

ENG 401  3 units  
Multi-ethnic Children’s Literature  
This course focuses on various genres for young people. Includes picture books, classics, personified machine heroes, and realistic books. Includes enrichment ideas, which teachers can use with young children.  
Pre-requisite: Upper Division Standing

English as a Second Language

ESL 26  3 units  
Beginning Level  
ESL 26 offers the beginning student the opportunity for intensive study of basic grammar concepts. All major verb tenses will be discussed. The students will learn basic parts of speech and how to facilitate their knowledge of English syntax by practicing oral and written communication.  
Pre-requisite: None

ESL 27  3 units  
Intermediate Level I  
ESL 27 is a course continuation of grammar concepts introduced in ESL 26. Practical applications of basic grammar concepts will be implemented in ESL 27. Students will also be introduced to basic composition practice in English. Assignments in writing will be required to test the students’ ability to write in English.  
Pre-requisite: None

ESL 28  6 units  
Intermediate Level II  
Course continuation review of concepts introduced in ESL 26 and ESL 27. Intensive study of vocabulary and pronunciation to meet advanced language requirements.  
Pre-requisite: None

Ethnic Studies

ETH 134  3 units  
Chicano/Latino Culture  
A historical overview of the Chicano/Latino community in the United States, focusing on race, class, and gender relations. Students will analyze the educational, economic, socio-cultural, and political issues facing the U.S. Chicano/Latino community. GE Area E  
Pre-requisite: None

ETH 265  3 units  
Minorities in the United States  
Examine the historical traditions and cultural differences that exist among the major ethnic groups in the United States. Students will learn important concepts and theories that are vital to the study of race and ethnicity. This course will focus 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 analyze inter-racial relations.  
Pre-requisite: None

ETH 301  3 units  
Chicano/Latino Literature  
The course explores Chicano/Latino literature from a Chicano/Latino Studies perspective. Students will analyze how Chicano/Latino authors have utilized various genres to portray their complex and diverse communities over time. There will be a comparison and contrast of the themes and issues impacting the U.S. Latino community such as the immigrant and refugee experience, poverty and racial isolation, racial
and gender discrimination, and the dilemmas of bilingualism and biculturalism.

Pre-requisite: ENG 201 or PHL 200

ETH 317  3 units
African American Studies
A study of the genesis and development of African American culture and history in the United States approached 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 US.

Pre-requisite: Upper Division Standing

ETH 318  3 units
Asian American Studies
This course introduces major themes in Asian American Studies from the beginning of Asian immigration to the United States in the mid-nineteenth century to the present. Topics include an analysis of the Asian American Perspective; cultural roots; immigration and settlement patterns; labor, legal, political, and social history.

Pre-requisite: Upper Division Standing

ETH 319  3 units
Native American Studies
Native American Studies 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.

Pre-requisite: Upper Division Standing

ETH 321  3 units
Chicana/Latina Women in the U.S.
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 will be paid to the interplay between race, class, and gender in American society.

Pre-requisite: Upper Division Standing

ETH 322  3 units
Latin American Families in the U.S.
A study of 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.

Pre-requisite: Upper Division Standing

ETH 350  3 units
Chicano History
This course focuses on the Mexican experience in the United States. Students will 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.

Pre-requisite: None

ETH 351  3 units
Mexican History
Students will analyze Pre-Colombian societies, the Spanish Conquest and Colonization, Mexican Independence and the struggle for Reform, the Porfiriato, the Mexican Revolution, the post-revolutionary era, and the contemporary period.

ETH 400  3 units
Gender, Race, and Culture in American Society
Examines the multiple intersections of race, gender, and class relations in American Society, focusing on multiculturalism, relations of power, and cultural production and representation. 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)

Pre-requisite: Upper Division Standing

ETH 432  3 units
Advanced Multicultural Relations
A capstone research seminar for senior Liberal Studies majors with an emphasis on cross cultural studies. Takes 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.

Pre-requisite: Upper Division Standing

GEO 100  3 units
Introduction to Earth Science
Introduction to the composition, structure and evolution of the Earth and the impact of man on the environment. The interactions of the lithosphere, hydrosphere and atmosphere. Relations of geological systems, hazards, and resources to the human environment and future. GE Area B1

Pre-requisite: None

GEO 200  3 units
Physical Geography
The purpose of this class is to provide an introductory framework for understanding the geography of our atmospheric, geological, and biological environments.

GE Area B1
Pre-requisite: None

**GEO 300** 3 units
**Principles of Cultural Geography**
Introduction to the interrelationships of world cultural groups and their environments. Includes map analysis, climates, and settlement patterns on the varieties of human, social, business and political development.
Pre-requisite: Sophomore Standing

**History**

<table>
<thead>
<tr>
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<th>Description</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>3</td>
<td>U.S. History I</td>
<td>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 the course. (This course, when combined with credit for History 201, satisfies the Area D requirement in U.S. History, U.S. Constitution, California State and Local Government). GE Area D2</td>
<td>None</td>
</tr>
<tr>
<td>HIS 201</td>
<td>3</td>
<td>U.S. History II</td>
<td>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 the course. (This course, when combined with credit for History 100, satisfies the Area F requirement in U.S. History, U.S. Constitution, and California State and Local Government). GE Area D3</td>
<td>None</td>
</tr>
<tr>
<td>HIS 313</td>
<td>3</td>
<td>California History</td>
<td>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.</td>
<td>Upper Division Standing</td>
</tr>
<tr>
<td>HIS 314</td>
<td>3</td>
<td>World History I</td>
<td>Themes in the institutional, political, socio-business and cultural development of modern society and socio-political changes. Includes the themes, movements, and geography identified in the California State Framework. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America from 1650 to the present.</td>
<td>Upper Division GE Area III</td>
</tr>
</tbody>
</table>

**Pre-requisite: Upper Division Standing**

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<th>Pre-requisite:</th>
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</thead>
<tbody>
<tr>
<td>HIS 414</td>
<td>3</td>
<td>World History II</td>
<td>Themes in the institutional, political, socio-business and cultural development of modern society and socio-political changes. Includes the themes, movements, and geography identified in the California State Framework. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America from 1650 to the present.</td>
<td>Upper Division Standing</td>
</tr>
</tbody>
</table>

**Information Competency**

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</thead>
<tbody>
<tr>
<td>INF 100</td>
<td>1</td>
<td>Information Literacy</td>
<td>Information literacy prepares the student for college level research. Students will 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.</td>
<td>None</td>
</tr>
</tbody>
</table>

**Linguistics**

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</tr>
</thead>
<tbody>
<tr>
<td>LIN 406</td>
<td>3</td>
<td>Comparative Linguistics</td>
<td>Compare and contrast language systems - phonology, morphology, structure and syntax - with English. Includes major languages spoken in California schools.</td>
<td>Upper Division Standing</td>
</tr>
</tbody>
</table>

**Liberal Studies**

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</thead>
<tbody>
<tr>
<td>LS 200</td>
<td>3</td>
<td>Service Learning</td>
<td>Students will engage in public service within agencies or organizations in the local area. They will reflect on the purposes of their service as well as the policies, structure and operation of those agencies. Students will prepare written reports and deliver oral presentations on their public service experiences. Students will perform sixty hours of service.</td>
<td>None</td>
</tr>
<tr>
<td>LS 300</td>
<td>3</td>
<td>Liberal Studies Gateway Experience General Option</td>
<td>Students will explore how the liberal arts are structured into disciplines and study their internal organization. They will learn how to apply and integrate disciplinary knowledge in an interdisciplinary fashion. They will engage in interdisciplinary practice through their research assignments. (Pre-requisite: English 300, Advanced Writing Skills.)</td>
<td>None</td>
</tr>
</tbody>
</table>
Mathematics

MAT 40  3 units
Pre-Algebra Math Review
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.
Pre-requisite: Satisfactory score on the Math Assessment Test

MAT 45  3 units
Elementary Algebra and Geometry
Fundamentals of Algebra and Geometry. Includes 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 towards any degree and is graded on a CR/NC basis.
Pre-requisite: Satisfactory score on the Math Assessment Test

MAT 50  3 units
Geometry
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.
Pre-requisite: MAT 45

MAT 100  3 units
College Algebra
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, exponential and logarithmic functions; conic sections and sequences and series may also be included. GE Area B4
Pre-requisite: MAT 45 or satisfactory score on Math Assessment Test

MAT 108  3 units
Number Systems
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. Pre-requisite: Satisfactory score on Math Assessment Test or MAT 40, or 2 years of high school college preparatory algebra and one year of high school geometry (all with a C- or better)

MAT 115  3 units
Trigonometry and Analytic Geometry
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. Pre-requisite: Satisfactory score on Math Assessment Test or MAT 40, or 2 years of high school college preparatory algebra and one year of high school geometry (all with a C- or better)

MAT 120  4 units
Calculus and Analytic Geometry I
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.
Pre-requisite: Satisfactory score on Math Assessment Test, 2 years of high school algebra, 1 year high school geometry, and 1 year of high school trigonometry; or MAT 115

MAT 121  4 units
Calculus and Analytic Geometry II
This is the second 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.
Pre-requisite: MAT 120

MAT 122  4 units
Calculus and Analytic Geometry III
This is the third 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.
Pre-requisite: MAT 120

MAT 123  4 units
Calculus and Analytic Geometry IV
This is the fourth 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.
Pre-requisite: MAT 122
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. 

**Pre-requisite: MAT 121**

**MAT 200**

**Conceptual Geometry**

Introduction to geometry, various forms of measurement, inductive and deductive process and reasoning. Introductory exercises in transformations and strategies designed to identify and enact problem-solving techniques. Technology integrated throughout the course.

**Pre-requisite:** MAT 100

**MAT 220**

**Differential Equations**

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.

**Pre-requisite:** MAT 122

**MAT 312**

**Educational Statistics**

Descriptive Statistics: histogram, measures of central tendency and variability, sampling distributions. Estimation and hypothesis tests for means, proportion, variances. Linear regression and correlation, non-parametric methods. Examples and data taken from education.

**Pre-requisite:** MAT 100

**Music**

**MUS 121**

**Music**

Survey of great works of music. Practical experience in use of simple instruments: percussion and tonal instruments, fluteophone, song flute and recorder.

**Pre-requisite:** None

**Philosophy**

**PHL 100**

**Introduction to Philosophy**

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 will be 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. GE Area C2

**Pre-requisite:** None

**PHL 200**

**Introduction to Logic**

Beginning study of formal and informal logical argumentation, including fallacies, inductive and deductive reasoning. Students will utilize concepts and methods for understanding and analyzing arguments, and know how to evaluate factual claims and hidden or unstated assumptions. Logical methods will be utilized to understand issues in race, class, and gender. GE Area A.3

**Pre-requisite:** None

**PHL 300**

**Personal, Professional, and Social Ethics**

This course introduces a systematic framework for thinking about ethical dilemmas that arise in personal, professional and civic life. It will review theoretical, biological, and social cultural conceptions of moral obligation, as well as relevant socio-historical, socio-cultural, and scientific contexts. This course will enhance students’ ability to recognize the complex interplay between moral concepts and lived experience and to resolve moral dilemmas. Upper Division GE Area II

**Pre-requisites:** PHL 100, ENG 100, SPC 100

**Physics**

**PHY 120**

**Physics**

Emphasizes classical mechanics, electricity and magnetism, quantum mechanics, relativity and nuclear physics. The course traces the historical development and philosophical significance of scientific knowledge. It 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. It aims to provide students with tools for becoming scientifically literate. GE Area B.1

**Pre-requisite:** None

**PHY 150A**

**4 units**
General Physics I (Mechanics)
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. Laboratory program complements lecture. (3 lecture units and 1 lab unit)
Pre-requisites: PHY 150A, MAT 121 (may be taken concurrently)

PHY 150B 4 units
General Physics II (Electricity and Magnetism)
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. Laboratory program complements lecture. (3 lecture units and 1 lab unit)
Pre-requisites: PHY 150A, MAT 121 (may be taken concurrently)

PHY 150C 4 units
General Physics III (Heat and Light)
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, thermodynamics. A problem solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. Laboratory program complements lecture. (3 lecture units and 1 lab unit)
Pre-requisites: PHY 150B, MAT 121 (may be taken concurrently)

PHY 150D 4 units
General Physics IV (Atomic Physics)
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. Laboratory programs complements lecture. (3 lecture units and 1 lab unit)
Pre-requisites: PHY 150C, MAT 121 (may be taken concurrently)

Political Science

POL 101 3 units
Introduction to American Government
This course examines the structure, development and dynamics of American political institutions and processes. It will address major topics such as the U.S. Constitution, Federalism, the Presidency, Congress, and the Judiciary. The course includes a study of California state and local government, including the California Constitution.
Pre-requisite: None

Psychology

PSY 100 3 units
Introduction to Psychology
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, social and applied psychology. GE Area D1
Pre-requisite: None

PSY 325 3 units
The Exceptional Child
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.
Pre-requisite: Upper Division Standing

Science

SCI 100 3 units
Computer Applications for Scientists & Engineers
Use of computer applications components of a technical project proposal. Introduction to problem-solving methods and practices. Research and data collection 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. (2 lecture units and 1 lab unit)
Pre-requisite: None

Social Science

SOC 101  3 units
Introduction to Sociology
This course is an introduction to the field of sociology. Students will 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
Pre-requisite: None

Spanish

SPA 100  3 units
Elementary Spanish I
Fundamentals of Spanish. Includes listening, speaking, grammar, reading and writing. Emphasis placed on classroom vocabulary and development of communication skills in cultural context.
Pre-requisite: None

SPA 110  3 units
Elementary Spanish II
Fundamentals of Spanish. Continuation of Spanish 100. Includes listening, speaking, grammar, reading and writing. Emphasis placed on classroom vocabulary and development of communication skills in cultural context.
Pre-requisite: SPA 100 or consent of instructor

SPA 230  3 units
Spanish for the Spanish Speaker I
Fundamentals of grammar and composition especially structured for native speakers. Emphasis on use of correct language structure. Content based on literary works.
Pre-requisite: Consent of instructor

SPA 231  3 units
Spanish for the Spanish Speaker II
Fundamentals of grammar and composition especially structured for native speakers or specific needs of bilingual students of Hispanic background and others with equivalent language skills. Content based on selected literature. Emphasis placed on composition.
Pre-requisite: SPA 230 or consent of instructor

Special Topics

SPT 299; 399; 599  1-3 units

Speech

SPC 100  3 units
Public Speaking
This course is designed to explain the theory and practice of oral communication. Emphasis will be placed on organization, presentation, and evaluation of various types of speeches. Students will be able to express their own ideas and experience the diverse perspectives of their fellow classmates through exercises, discussions, and formal speeches. Students will engage in critical listening, analyze audiences, and adapt presentations to the audience. They will understand the ethical responsibilities of a public speaker. GE Area A1
Pre-requisite: None

SPC 300  3 units
Argumentation and Advocacy of World Issues
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. Inquiry and advocacy in public issues for intelligent participation and analysis in discussion and debate will result from student learning. The role rhetoric plays in contemporary culture and world issues will include topics such as: political advocacy, science, technology mass persuasion and contemporary social issues. Upper Division GE Area III
Pre-requisites: SPC 100, PHL 200 or ENG 201

Teacher Education Special Education

SPED 500  2 units
Assessment and Instructional Planning
The purpose of this course is to expose students to a variety of assessment techniques appropriate for individuals with exceptionalities. Emphasis will be on those instruments and assessment methods which 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.

SPED 501 3 units
Behavior Management and Intervention
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 will focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students will gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group and large group supports for success will be addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

SPED 502 3 units
Curriculum and Instruction Adaptations
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 will 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, design and delivery of instruction including lesson development, on-going assessment, and modification of instruction based on student progress.

SPED 503 3 units
Teaching Mild to Moderate Students
This course is designed to provide an overview of special education disabilities and programs for the education of children, youth, and young adults with mild/moderate disabilities. SPED 503 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. It 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.

Translation and Interpretation

T&I 205 3 units

Syntax and Discourse Analysis I
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.

T&I 305 3 units
Translation Theory & Technique I
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.

T&I 306 3 units
Interpretation Theory & Technique I
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.

T&I 314 3 units
Translation: Banking, Commerce and Finance
Develops skills in two-language translation in vocabulary used in banking, commerce and finance. Emphasis given to Spanish to English and English to Spanish with specialized terminology. Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 315 3 units
Translation: Political, Government & International Relations
Study of 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.  
Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 316 3 units
Spanish Medical Terminology: Anatomy and Physiology
This course covers Spanish medical terminology for the human body, its nature and system. The student will 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 will be reinforced through class activities.  
Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 318 3 units
Spanish Medical Terminology: Diseases and Treatment
This course will cover Spanish medical terminology for general diseases, first aid in emergencies and common injuries. The student will also learn how to interpret laboratory tests, medical history questionnaires, medical disability reports and other documents. Translation and interpretation skills will be reinforced through class activities.  
Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 410 3 units
Computers and Technology in Translation
Designed for pre-professional and professional translators who perceive technology as translation strategy. Examination of current issues in computer technology and other high-tech resources to assist translators. Translation of technical texts and manuals will be analyzed.  
Pre-requisites: Computer skills and consent of instructor

T&I 413 3 units
Legal Translation
Emphasizes written translation of legal text, sight translation exercises (English and Spanish), analysis of legal translation samples for terminology acquisition. Methodologies for adding to personal terminology bank.  
Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 414 3 units
Legal Interpretation
Emphasizes legal terminology and interpretation skills used in law offices, administrative hearings, court proceedings, work compensations, immigration, and government and public offices. Exercises to improve sight translation; consecutive and simultaneous interpretation modes are enhanced.  
Pre-requisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

University

UNI 100 3 units
First-Year Seminar
This course will promote student success at the university by assisting students to 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.  
GE, Area E  
Pre-requisite: None
University Administrators

President
David Lopez, Ed.D. Curriculum and Instruction, New Mexico State University, Las Cruces

Vice President and Finance Administration
H. Michael Ramirez, M.B.A., University of California, Berkeley

Provost
Juan Necochea, Ph.D. Education, Policy, Organization and Leadership, University of California, Santa Barbara

Vice Provost/Chair for General Education
Adriana Ayala, Ph.D. History, University of Texas, Austin

Chair, Business Department
George Guim, Ed.D. Organization and Leadership, University of San Francisco

Chair, Computer Science
Julio Garcia, Ph.D. Industrial Technology, University of Northern Iowa

Chair, Liberal Studies
Carlos Navarro, Ph.D. Government, Claremont Graduate School

Chair, Math and Science
Yamin Rosa-Bauza, Ph.D. Chemistry, UC Berkeley

Chair, Teacher Education
Neva Hofemann, M.A. Curriculum and Instruction, University of San Francisco

Coordinator, Child Development Program
Edirle Menezes, Ph.D. Child Development, Clark University,

Director of Library Services
Mary Manning, M.A. Art, Art History, Library Science, University of Minnesota, Minneapolis,

Director of Office of Planning and Evaluation
Isabel Vallejo, Ed.D. Educational Leadership and Administration, University of Texas, El Paso,

Director of El Nuevo Mundo
Blanca Mosca-Carreon, M.A. International Education, Holy Names College,

Director, Latino College Preparatory Academy
Antonio Fuentes, M.B.A. Pepperdine University

Director of Student Outreach and Support Services
Pamela Bustillo, B.S. Sociology, Santa Clara University

Director of Educational Talent Search
Candelario Franco, B.A. Social Science, San Jose State University,

Director of Financial Aid
Wilbert Lleses, B.A. Business, National Hispanic University

Director of Grants and Contracts for Mathematics, Science and Technology Initiatives
David Johnson, Ph.D. Social Psychology, Stanford University
**Full-Time Faculty**

**Ayala, Adriana (2001)**  
History & Ethnic Studies  
B.A., University of California, Berkeley, History and Ethnic Studies  
M.A., University of Texas, Austin, History  
Ph.D., University of Texas, Austin, History

**Clemons, Judy (1998)**  
Business Administration  
A.S., Bluefield State College, Business/Marketing  
B.A., Bluefield State College, Business  
M.B.A., W. Virginia University, Business

**Cruz, William (2002)**  
Science  
B.A., National University of Education, Technology  
M.A., University of N. Iowa, Technology

**Garcia, Julio (1997)**  
Computer Science  
B.A., National University of Education, Technology  
M.A., University of N. Iowa, Technology  
Ph.D., University of N. Iowa, Industrial Technology

**Guim, George (1997)**  
Business, Economics, Teacher Education, Dance, Translation & Interpretation  
B.A., University of San Francisco, Economics  
M.A., University of San Francisco, Economics  
M.S., University of San Francisco, Environment Management  
M.A., Stanford, Education  
Ed.D., University of San Francisco, Organization and Leadership

**Hess, Kathleen (2002)**  
Teacher Education  
B.S., E Michigan University, English/Education  
M.A., University of Michigan, Reading/Psych/Soc  
Ed.D., University of San Francisco, Organizational Leadership

**Hofemann, Neva (1998)**  
Teacher Education  
B.A., San Francisco State University, Education  
M.A., University of San Francisco, Curriculum and Instruction

**Johnson, David (2006)**  
Science  
B.A., University of Colorado, Boulder, Colorado, Philosophy and English Literature  
M.A., San Jose State University, Psychology  
Ph.D., Stanford University, Social Psychology

Philosophy  
B.A., CSU Chico, Philosophy  
M.A., San Jose State University, Philosophy

**Manning, Mary (2004)**  
Library Information Science  
B.A., 1971, University of Michigan, Political Science  
M.A., University of Minnesota, Art History  
M.A., University of Minnesota, Library Science

**March, Sarah Kates (2001)**  
Speech & Communication Studies  
B.A., Cal Poly, San Luis Obispo, Speech Communication  
M.A., San Jose State University, Speech Communication

**Menezes, Edirle (2004)**  
Child Development  
B.A., Federal University or Ceara (Brazil), Psychology  
M.A., Federal University of Pernambuco (Brazil), Educational and Developmental Psychology  
Ph.D., Clark University, Child Development

**Mooney, Michael (1990)**  
English Composition & Literature  
B.A., CSU Hayward – English Literature  
M.A., CSU Hayward – English Literature

**Rizzo, Jesse (2002)**  
Teacher Education  
B.A., San Jose State University U, Liberal Studies  
M.A., San Jose State University, Elementary Administration and Supervision  
C.A., San Jose State University, Teaching Credential  
C.A., San Jose State University, Administrative Credential

**Rodgers, Christopher S. (2001)**  
Business Administration  
B.S., San Jose State University, Business/Finance  
M.B.A., University of Phoenix, General

**Rosenberg, Roger E. (1999)**  
Teacher Education & History  
B.A., UC Berkeley, History  
M.A., San Jose State University, US History  
Ph.D., 1982, UC Santa Barbara, US History

**Shamshayooadeh, George (2001)**  
English Composition & Literature  
B.A., Islamic Free University, English Literature  
M.A., Islamic Free University, English Literature
Teacher Education
B.S., Elmira College, Math Education
M.S., Elmira College, General Education
Ph.D., State University of New York at Buffalo, Social Foundations of Education

Adjunct Faculty

Abrica, Ruben (1997)
Teacher Education
B.A., Occidental College, Spanish/Latin
M.A., Stanford University, Education

Barnes, Frank (2005)
Art
B.A., San Jose State University, Art History
M.A., San Jose State University, Art History

Battiato, Cheryl (2001)
Art
B.F.A., San Jose State University, Pictorial Studio Art
M.F.A., San Jose State University, Pictorial Studio Art

Bihari, Amitabh (2001)
Computer Science
B.S., GOV’T College of Engineering, Chemical Engineering
M.S., W. Michigan University, Computer Science

Bronson, Stella (2001)
Teacher Education
B.A., San Jose State University, Elementary Education
M.A., San Jose State University, Administration

Castro, George (2006)
Science
B.S., University of California, Los Angeles, Chemistry
Ph.D., University of California, Riverside, Physical Chemistry

Chacon, Margarito (1998)
Mathematics
M.S., Stanford University, Electrical Engineering

Christen, Oliver (1999)
Geology
B.S., UC Davis, Geology
M.S., CSU Fresno, Geology

Cortez-Parra, Christina (2003)
Mexican-American Studies
B.A., NHU, Liberal Studies
M.A., San Jose State University, Mexican American Studies

Davis, Janet (2005)
Art & Computer Science
B.A., Masters’ College, Christian Education
M.A., San Jose State University, Instructional Technology

Davis, Wanda
English and Speech
B.A., Michigan State University, Telecommunications
M.A., University of San Francisco, Human Resources and Organizational Development
Ed.D., Fielding Graduate University, Educational Leadership and Change

Diaz, Adriana (2007)
Speech
B.A., San Jose State University, Radio, TV, &Film
M.S., San Jose State University, Mass Communication

Dickerson, Marcela F. (2000)
Translation & Interpretation
B.A., EATRI, Interpreter
B.S., University of Chile, Occupational Therapy

Dimas, Michelle (2002)
Teacher Education
B.A., San Jose State University, Liberal Studies
M.A., San Jose State University, Education

Dodge, Arlene (2003)
Teacher Education
B.A., San Jose State University, History Credential, SJSU, Teacher, Single Subject
M.A., San Jose State University, Information Technology

Espinosa, John (2005)
English
B.A., University of California, Riverside, Creative Writing and Sociology
M.F.A., Arizona State University, Creative Writing

Flatt-Chofla, Shaun
Early Childhood Education
B.A., Pacific Oaks College, Human Development
M.A., Pacific Oaks College, Human Development
Forcht, Michael (2002)
Business Administration
B.A., Antioch College, Psychology
M.B.A., San Jose State University, Business Administration
Ed.D., University of San Francisco, Education

Gaspay, Manuel (2002)
Business Administration
B.S.G.E., University of the Philippines, B.S.G.E.
M.A., Stanford, Economics
Ph.D., Dev. Economics Stanford

Teacher Education
B.A., San Jose State University, Radio/Television/Film
B.S., San Jose State University, Business
M.A., San Jose State University, Education Administration
Ph.D., University of La Verne, Leadership

Guerra, Michael (2002)
Business Administration
B.S., University of San Francisco, Organizational Behavior
M.H.R.O.D., University of San Francisco, Human Resource & Org Dev
Ed.D., University of San Francisco, Organization & Leadership

Hacke, Wendy (2002)
Teacher Education & Child Development
A.A., SJSU, Social Science
M.S., National University, Teaching Special Education

Hall, Laverne (2002)
Child Development
B.A., San Jose State University, Home Economics/Childhood Education
M.S., Cal State Hayward, Child Development

Hanley, David (2001)
Asian-American Studies & History
B.A., San Jose State University, History
M.A., San Jose State University, Asian History

Jimenez, Osvaldo (2004)
Computer Science
B.S., Stanford University, Computer
M.A., Stanford University, Education

Hughes, Jennifer (2006)
English
B.A., University of Utah, English
Credential, Westminster College, English and Spanish
M.A., Simmons College, English

Latimore, Robert (1999)
African-American Studies & Psychology
B.A., University of Detroit, Political Science
J.D., Wayne State University, LAW
M.A.C.P., College of Notre Dame, Counseling

Ledesma, Luis (2005)
Mathematics
B.S., Cal Poly, San Luis Obispo, Electrical Engineering

Mulholland, Mary (2002)
Teacher Education
B.S., University of Missouri, Education
M.A., San Jose State University, Educational Administration

Nguyen, Ninh D. (2001)
Economics
B.A., San Jose State University, Economics
M.A., San Jose State University, Applied Economics
Ph.D., Capella University, Business

Pacheco, Javier (2006)
Ethnic Studies
B.A., San Francisco State University, Music History
M.A., University of California, Los Angeles, Music
Ph.D., University of California, Los Angeles, Ethnomusicology

Requa, Nannette (2005)
Ethnic Studies
A.A., San Jose City College
B.A., San Jose State University, English
M.A., Sarah Lawrence College, Women’s History

Serrano – Hidalgo, Cecilia (1999)
Biology & Spanish
B.S., Universidad Autonoma de Baja California Sur, Biological Science
M.S., San Jose State University, Biological Science

Solano, Patricia (2001)
Mathematics
B.A., Fresno State University, Math
M.S., in process, San Jose State University, Math
Stebbins, Gary (2006)
Education
B.A., Humboldt State University, Biology Conservation Education
M.A., College of Notre Dame, Education
M.A., San Jose State University, Education Administration
Ed.D. Fielding Graduate University, Educational Leadership and Change

Suarez, Carlos (2004)
Business Administration
B.A., Metropolitan University in Venezuela, Systems Engineering
M.A., Kyoto University in Japan – Modern Economics
M.A., Stanford University, Political Science

Tompkins, Matthew (2003)
Latin American Studies
B.A., Occidental College, Spanish/Environmental Studies
M.A., University of California, Santa Barbara, Latin American Studies

Topalovic, Jasmina (2002)
Teacher Education & Linguistics
B.A., University of Belgrade, Linguistics
M.A., University of Illinois, Slavic Linguistics
Ph.D., University of Illinois, Slavic Linguistics

Totter, Jay
Teacher Education and Child Development
B.A., State University College at Geneseo, Special Education
M.A., State University College at Buffalo, Special Education
Ph.D., State University of New York at Buffalo, Special Education

Valceschini, Pete (2006)
M.A. University of California, Santa Cruz, European History
B.A., University of California, Santa Cruz, History
CELTA, University of Cambridge

White, Janet (2002)
Teacher Education
A.A.S., Sinclair Community College, Child Development
B.S. Ed., Wright State University, Elementary Education
M.S.Ed., Wright State University, Mental Health

Yellenberg, Sandi (2004)
Teacher Education
B.A., Washington University, St. Louis, Biology
M.A., Santa Clara University, Education
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<td>W</td>
<td>Withdrawing from the University</td>
</tr>
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