

THE NATIONAL HISPANIC UNIVERSITY



General Catalog

2005 - 2006



THE NATIONAL HISPANIC UNIVERSITY

GENERAL CATALOG 2005-2006

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San José, CA 95127 - 3823
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www.nhu.edu

The National Hispanic University awards the following degrees and certificates:

Associate Degrees in
Business Administration, Computer Networking, Mathematics and Science,
Mathematics and Science with Engineering Emphasis and Liberal Studies;

Bachelor's Degrees in Business Administration, Computer Information Systems, and Liberal Studies;

Credential Programs for Teacher Preparation, and

Certificates in Translation and Interpretation.

The National Hispanic University is accredited by the

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

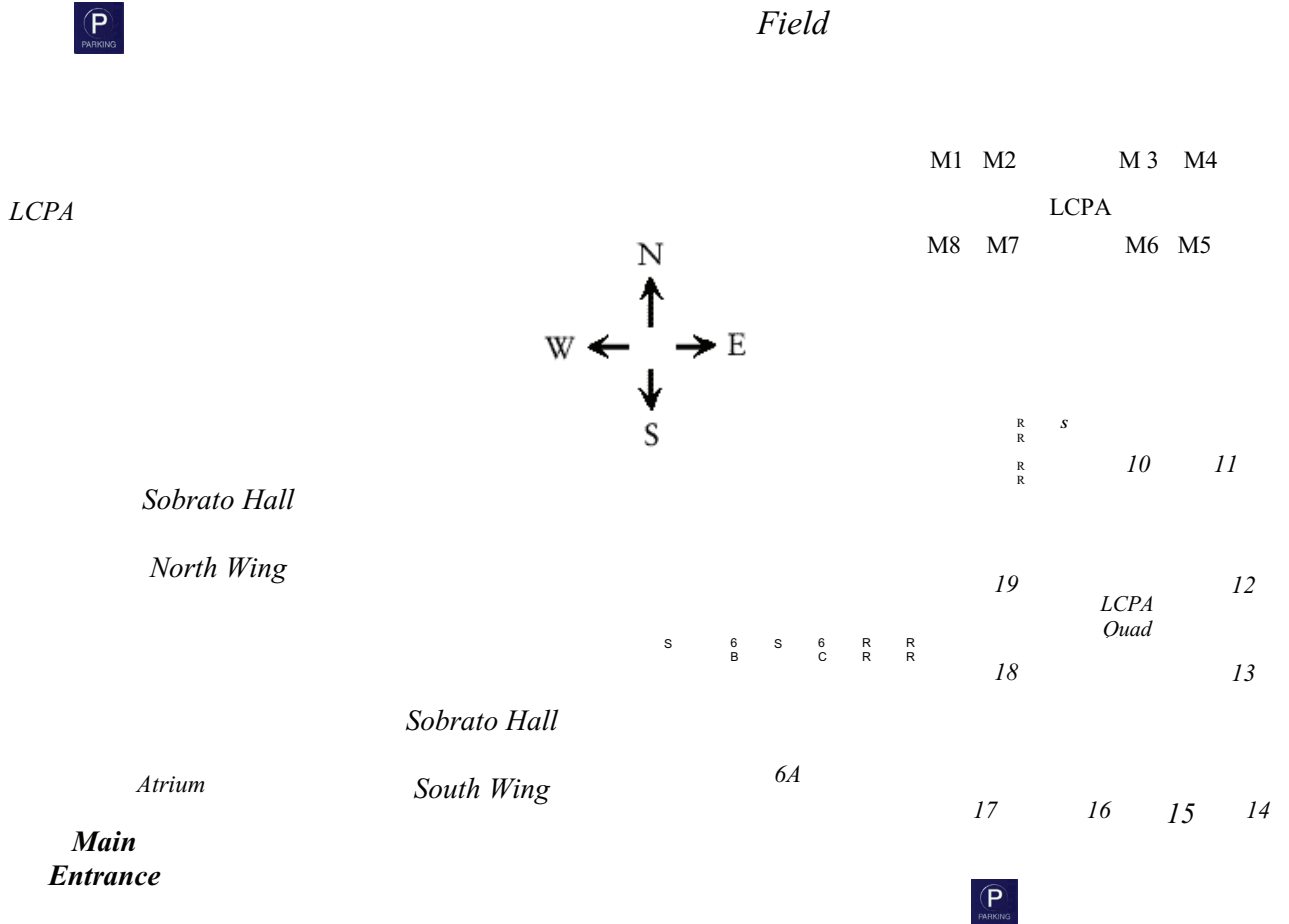
From Highway 101 South:

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

Campus Map



CAMPUS DIRECTORY

SOBRATO HALL NORTH WING (<i>Floor</i>)	SOBRATO HALL SOUTH WING (<i>Floor</i>)	PRE-COLLEGE-LCPA	
Library (<i>1</i>) Advanced PC Computer Lab (<i>1</i>) PC Computer Lab (<i>3</i>) MAC Lab / Classroom (<i>2</i>) Classrooms (<i>2 & 3</i>) IT Department (<i>1</i>) Education Resource Center (<i>2</i>) Science Labs (<i>2</i>)	Student <i>Services</i> (<i>1</i>) Academic Departments (<i>2</i>) Pre-College Programs (<i>1</i>) Office of the President (<i>3</i>) Advancement (<i>3</i>) Finance Department (<i>3</i>) Human Resources (<i>3</i>) S.A.A.C. Center (<i>2</i>) Student Break Room (<i>1</i>) Business Office (<i>1</i>) Outreach & Recruitment (<i>1</i>)	6A)...Auditorium 6B)...Kitchen 6C)...Upward Bound M1)...Classroom M2)...Classroom M7)...Classroom M8)...Classroom 10)...Classroom 11)...Diaz Room 12)...Cesar Chavez Room	13)...Tomas Rivera Room 14)...Project Discovery Lab 15)...Classroom 16)...Classroom 17)...Classroom 18)...Classroom 19)...Classroom RR)...Restrooms S)...Storage Rooms P)...Parking

Academic Calendar

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

Fall Semester 2005

AUG 8.....	BEGIN UNDERGRADUATE MODULE 1
AUG 8.....	BEGIN TRANSLATION AND INTERPRETATION FALL PROGRAM
AUG 15.....	BEGIN TEACHER EDUCATION MODULE 1
SEPT 5.....	LABOR DAY—UNIVERSITY CLOSED
SEPT 23.....	END TEACHER EDUCATION MODULE 1
SEPT 26.....	BEGIN TEACHER EDUCATION MODULE 2
OCT 14.....	END UNDERGRADUATE MODULE 1
OCT 17.....	BEGIN UNDERGRADUATE MODULE 2
NOV 4.....	END TEACHER EDUCATION MODULE 2
NOV 7.....	BEGIN TEACHER EDUCATION MODULE 3
NOV 11.....	VETERAN'S DAY—UNIVERSITY CLOSED
NOV 24.....	THANKSGIVING—UNIVERSITY CLOSED
NOV 25.....	DAY AFTER THANKSGIVING—UNIVERSITY CLOSED
DEC 6.....	END TRANSLATION AND INTERPRETATION FALL PROGRAM
DEC 16.....	END TEACHER EDUCATION MODULE 3
DEC 23.....	END UNDERGRADUATE MODULE 2

December 26, 2005 – January 2, 2006 Academic Winter Break—University Closed

Spring Session 2006

Jan 3	Begin Teacher Education Module 1
Jan 9	Begin Undergraduate Module 1
Jan 9	Begin Translation and Interpretation Spring Program
Jan 16	Martin Luther King's Birthday—University Closed
Feb 10.....	End Teacher Education Module 1
Feb 13.....	Begin Teacher Education Module 2
Feb 20.....	President's Day—University Closed
Mar 17.....	End Undergraduate Module 1
Mar 20-24	Undergraduate Spring Break—University Open
Mar 24.....	End Teacher Education Module 2
Mar 27.....	Begin Undergraduate Module 2
Mar 27.....	Begin Teacher Education Module 3
Apr 14	Good Friday—University Closed
May 4	End Teacher Education Module 3
May 5	Cinco de Mayo—University Closed
May 29	Memorial Day—University Closed
June 2	End Undergraduate Module 2
June 14.....	End Translation and Interpretation Spring Program

Summer Session 2006

May 8	Begin Teacher Education Module 1
May 30	Memorial Day—University Closed
June 3	NHU Graduation
June 5.....	Begin Undergraduate Module
June 5	Begin Translation & Interpretation Summer Program
June 16	End Teacher Education Module 1
June 19	Begin Teacher Education Module 2
July 4.....	Independence Day—University Closed
July 10.....	End Translation and Interpretation Summer Program
July 14	End Undergraduate Module
July 17	Begin Undergraduate Intersession
July 28.....	End Undergraduate Intersession
July 28.....	End Teacher Education Module 2
July 31	Begin Teacher Education Intersession
Aug 11.....	End Teacher Education Intersession

Welcome Letter from the University President

Dear NHU Students,

The 2005-2006 Academic Year at The National Hispanic University (NHU) represents a period of expansion and growth in our facilities and the programs we have to offer.

With the opening of Sobrato Hall, our new 65,000 sq. ft. state-of-the-art learning facility, NHU is capable of significantly expanding our student enrollment while continuing to maintain the personalized educational experience we are known for.

At NHU we have created an educational environment where learning, and the needs of the learner, lie at the center and are the core purpose of the institution. Education at NHU is personalized with high expectations, support systems and role models in place to help students meet those expectations. At NHU we are exploring and developing curriculum where faculty and students can integrate the content of their courses with the needs and the concerns of the community. NHU incorporates a multicultural approach to education and learning in an environment that respects and appreciates diversity.

The following is a listing of our priorities for the following year:

- Mount an aggressive recruitment campaign to increase our student enrollment and attract more undergraduate daytime students.
- Increase scholarship opportunities for our students.
- Maintain a high standard of quality in our academic programs and support services.
- Continue to support and build upon our successful teacher credentialing and certification programs.
- Increase the visibility and prestige of NHU in the Bay Area, California and throughout the U.S.

Saber es Poder

Sinceramente,



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 objectives:

1. Providing academically rigorous programs that promote critical thinking and problem solving skills;
2. Practicing and advocating cultural pluralism that respects and appreciates diversity as a model for interaction in the classroom, university and society;
3. Providing service learning and community-based experiences that will help students become productive professionals and responsible citizens;
4. Developing in its students the capacity to become lifelong learners;
5. Providing and promoting quality services as part of the co-curricular learning experience to effectively meet the diverse needs of, and to support students in pursuit of their stated educational objective;
6. Maintaining a planning and evaluation system that engages the university community in a cycle of inquiry, assessment, and feedback to support NHU's decision-making process, high academic quality, and institutional

effectiveness.

migrants and women who will constitute our future work force, to emphasize the importance of multicultural pluralism in our educational system.

A Total University

From the beginning, The National Hispanic University has defined itself as a Total University. Each educational program has been designed as a stepping-stone for all Hispanic and other students, from preschool through undergraduate school. Along with a diverse faculty and staff, all students act as role models for younger students. This is especially evident in the commencement exercises when five-year-old students from El Nuevo Mundo march in caps and gowns alongside NHU degree students, as do former high school dropouts who have earned their GED (high school equivalency) diplomas. NHU celebrates each milestone as students move up the education ladder.

According to the census bureau report, 35 million Hispanics live and work in the United States making it the largest minority population in the U.S. Because of family size and continuing immigration, this population is the fastest growing in the country, increasing five times as rapidly as the rest of the population. Yet, Hispanics are also the most poorly educated. Only about 50% of Hispanics under the age of 19 finish high school. Hispanics make up only 5% of the students enrolled in U.S. colleges and universities, and only one out of ten of them graduate.

NHU's philosophy of high expectations, academic support, mentoring and role modeling for students in a small classroom setting has helped diverse students overcome the initial barriers to success. More than 80% of the student body has been of Hispanic descent along with African-American, Asian, American Indian and White. NHU promotes peer support and understanding. Similarly, the high percentage of minority faculty and staff provides role models and multilingual assistance, as needed. All students are encouraged to aspire to excellence. Much is expected of them, even before they reach the university level, as can be seen in NHU's pre-school, middle and high school Educational Talent Search, Upward Bound and Charter School programs.

Other ethnic communities, most notably African-Americans, have found solutions to educational problems by establishing institutions of higher education, which are responsive to their particular needs. These colleges and universities expect students, regardless of their socioeconomic backgrounds, to assume leadership positions after graduation and to be active as alumni providing a helping hand to graduates. Woven into the fabric of the student's university experience are positive role models and support systems that encourage students to seek excellence. NHU has adopted and adapted these characteristics into its own approach.

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. In California, the University of California and the California State Universities established a number of programs to promote access for Latinos to higher education. These programs, most notably Student Affirmative Action for the University of California system, Educational Opportunity Programs in the California State University system and Colleges, attempted to address the burgeoning numbers of minorities who needed higher education. Many Latinos benefited from these initiatives in the 1970s and 1980s. 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, the lack of educational achievement in K-12 and the population explosion of Hispanics in the last twenty years are key reasons why Hispanics 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 enter 2005, it is clear that many private and public institutions interested in serving Hispanics and other learners are beginning to embrace the strategies NHU initiated.

Historic Milestones of NHU

- 1981** Established as an independent, non-profit, four-year institution of Higher education.
Received authorization to grant degrees from California State Department of Education.
- 1983** Graduated the first class of allied health professionals with Associate of Arts Degrees.
- 1985** Granted full institutional approval as a degree-granting institution from California State Department of Education Office of Private Post-Secondary Education.
- 1986** Graduated the first class with the Bachelor of Arts Degree in Business Administration.
- 1988** Developed an articulation agreement with California State University, Hayward, which provided for mutual acceptance of credits at the undergraduate level in Liberal Studies, as well as collaborative faculty, professional development and student matriculation.
Recognized by the United States Department of Education as a four-year, post-secondary educational institution in the U.S. eligible to participate in various federal assistance programs, including Pell Grants.
Granted Master’s degrees to the first class of the Master’s in Business Administration Program.
- 1989** Senator Alan Cranston recognized the accomplishments of NHU in the Congressional Record.

- 1990** Established Upward Bound Program in Oakland for economically disadvantaged high school youth.
- Expansion of The National Hispanic University to San Jose.
- Received a commitment from IBM Corporation to develop and implement a five-year program to provide equipment to support the administrative requirements of NHU along with a computer laboratory in support of a degree program in Computer Science/Information Systems.
- 1991** Expanded Student Services through Cooperative Education.
- Established a model Translation Studies certificate program and center in the language combination of English and Spanish.
- Established an Educational Talent Search Program in San Jose to impact middle school and high school students from low-income backgrounds.
- 1992** Received the Community Service Award from National Society of Hispanic MBA's.
- Merged the Oakland campus into the San Jose campus.
- 1993** Received accreditation from the Accrediting Council of Independent Colleges and Schools (ACICS).
- Signed a Memorandum of Understanding with U.S. Department of Commerce Secretary Ron Brown to promote Hispanic entrepreneurship through education.
- 1994** Relocated to a 10.8-acre campus in San Jose.
- 1995** Approved as CLAD/BCLAD Teacher Credentialing Institution by the California Commission on Teacher Credentialing (CTC).
- Established an Endowment Board headed by Herbert M. Baum, CEO, Quaker State Oil Corporation.
- Granted re-approval as a Degree Granting Institution from the California State Department of Education.
- 1996** Launched education initiative, "A contract with Hispanic America: Rebuilding Broken Dreams," featuring nationally renowned Rev. Robert A. Schuller, Randolph A. Hearst, Frank Bennack, Jr. and Dr. Armando Rodriguez.
- The National Hispanic University awarded \$500,000 Endowment Challenge Grant, U.S. Department of Education.
- Sobrato Family Foundation established The National Hispanic University Scholarship Fund.
- The Hearst Foundation awarded The National Hispanic University \$400,000 general support grant.
- 1997** Re-accredited through December 31, 1999 by the Accrediting Council of Independent Colleges and Schools.
- President Robert L. Caret (SJSU) and President Roberto Cruz (NHU), established a partnership and articulation agreement for joint degree programs to prepare the future workforce.
- Established a \$750,000 endowment fund for long-term stability.
- Dr. Robert L. Caret (SJSU) delivers the 1997 Commencement Speech for NHU graduating class of 1997.
- Safeway Food & Drugs, Inc., sponsored First Annual Safeway/NHU Golf Classic and raised \$150,000 to help establish first NHU endowment fund.
- Dr. Harry McDonald, Director of the NASA/Ames Research Center established a Partnership through an Memorandum of Understanding with the University for education and collaborative research opportunities that will bring more Hispanics into the aerospace and technology fields.
- Several top Silicon Valley and national corporate leaders were elected to NHU Board of Trustees: John Sobrato Sr, CEO, Sobrato Development Companies; James Gallagher, President, Westinghouse; Joe Parisi, President, Therma Inc.; L.L. Vic Victorino, Executive Vice President, Lockheed Martin Missiles and Space.
- 1998** Western Association of Schools and Colleges (WASC) granted candidacy for accreditation to NHU on June 25, 1998.
- NHU signed a partnership agreement with San Jose/Evergreen Valley College District on October 27, 1998 to increase the number of Latino students transferring from a community college to a four-year University.
- NHU prepared more Latino bilingual teachers in Northern California than any other four-year institution.
- SAP Labs approved a \$71,000 grant to NHU on December 1998 to train and teach R/3 software to our faculty to promote R/3 software in the curriculum.

- Lockheed Martin Missiles & Space printed 5,000 copies of new 1998-2000 NHU Catalogue.
- ADOBE donated computer furniture (tables and chairs) for new computer lab.
- NEC Foundation of America approved a \$10,000 grant to NHU on October 30, 1998 to initiate Project Hope (Hispanic Opportunities in Higher Education).
- 1999** NHU signed an agreement with East Side Union HighSchool District (ESUHSD) to prepare 100 Latino students for college admission with guaranteed enrollment in the fall of 1999.
- Sobrato Development Companies renewed the \$50,000 Sobrato Family Scholarship on March 1, 1999.
- Frito-Lay donated \$20,000 to NHU to establish an Internship Program for employees, February 1999.
- SGI constructed SGI Lab at NHU with 12 computer stations. By fall 1999, 12 additional computer stations were donated and upgraded with new hardware and software, together with a maintenance contract and a training program for our faculty, February 1999.
- Frito-Lay agreed to help NHU with a public relations campaign to promote joint degree programs.
- NHU received a \$500,000 grant over 3 years from the National Security Agency (NSA) to establish a Matematicos (mathematicians) Pipeline Project.
- Lockheed Martin and Rudolph & Sletten established Scholarship/Internship Programs for Latino students in 1999 in support of Project HOPE, March 1999.
- SJSU/NHU partnership was expanded. Library, cross-registration, joint career placement, and distance-learning agreements reached.
- Mayor Ron Gonzalez is NHU 1999 Commencement Speaker on June 5.
- NASA/Ames Research Center approved a part-time webmaster to upgrade NHU's web page and outreach via Internet, May 1999.
- 2000** Completed a successful WASC Midterm Review.
- Approved for Continuance of the Multiple Subject Credential Program with California Commission on Teacher Credentialing.
- Launched fundraising campaign to purchase the 11-acre campus.
- Applied Materials, Inc. awards The National Hispanic University a 3-year, \$600,000 grant to strengthen the Computer Science degree program and develop the new LCPA charter high school.
- 2001** Purchased the 11-acre San Jose campus.
- Received Title V funding of \$1.9 million over 5 years.
- Doubled the full-time teaching faculty.
- Established the Latino College Preparatory Academy, a public Charter High School.
- Launched capital campaign to build a new campus.
- 2002** Received NASA/AMES grants to develop Mathematics/Science and Teacher Education Programs.
- Granted WASC accreditation.
- 2003** Obtained capital for construction of new building.
- Ground breaking of new 65,000 square foot building.
- 2004** Re-accredited through 2008 by ACICS.
- The Applied Materials foundation awards a 2-year, \$400,000 grant to strengthen the Science program at the National Hispanic University.
- Opened Sobrato Hall..
- 2005** Approximately 200 new students started their first-year at NHU. This is the largest freshman class at NHU.
- NHU received 600,000 from the Housing and Urban Development (HUD)
- Graduated first LCPA class
- LCPA granted WASC Accreditation
- WASC approved NHU's Institutional Proposal
- Successful Scholarship fund-raising events

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 non-immigrant, 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 the California Commission on Teacher Credentialing for the Elementary Subject Matter for the Multiple Subject Teaching Credential.

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 Student Academic Assistance Center (SAAC) 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 SAAC, administrative office space and a library.

University 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. The program specifically targets Latino and other under-represented minorities. Students interested in majors not offered by NHU may wish 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.

Academic Programs

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

Business Administration

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

Computer Information Systems

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

General Education

TRANSFER PROGRAMS

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

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 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

Translation and Interpretation to prepare interpreters and translators in 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;
- Students need to 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*;
- One letter of recommendation;
- 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 should 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 Student Academic Assistance Center. 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 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 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 same missing documentation.

Grade reports or transcripts may be issued only when all conditions noted are satisfied.

High School Students

Students still attending high school will be considered for enrollment in certain special programs, if recommended by school officials and appropriate NHU department chair. 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.

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 enrollment. 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-semester 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.

NHU Graduates Applying to Credentialing Program

NHU graduates must meet the admission requirements of the program they wish to enter. Along with any program requirements, they must submit the following:

- A new NHU application; (* \$50.00 application fee non-refundable if status is inactive)
- A new enrollment agreement;
- Any Official Transcripts of coursework done in the interim (if applicable).

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

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).
- Supply Praxis CSET scores or Liberal Studies Equivalency letter (if applicable or upon passing).
- 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 petition in writing 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 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 from the originating college to NHU
- e) Two letters of recommendation
- f) Statement of Purpose
- g) High school Graduation Statement form; or GED Equivalency form; or equivalent.

Admission of NHU Graduates to the Teacher Credential Program

NHU graduates must meet the admission requirements of the Teacher Credential Program.

- NHU application
- \$50 non-refundable application fee for inactive students only*
- Statement of purpose

- One letter of recommendation
- Enrollment agreement
- Official transcripts for courses taken elsewhere after NHU (if applicable)
- Passing scores on the California Basic Educational Skills Test (CBEST)

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

Admission to the Clear Credential Program

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*
- Official Transcripts for any Credential coursework completed elsewhere must be sent directly from the originating college to NHU. (For those students applying for a Clear Credential)

*For 2042 candidates only

Sojourn Credential Candidates

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

- NHU admission application
- \$50.00 non-refundable admission fee
- Enrollment Agreement
- Valid Sojourn Teacher Credential
- Passing scores on the California Basic Educational Skills Test (CBEST)

Teacher Education / CSET Equivalency

Students wanting to fulfill CSET Equivalency requirements must submit admissions documents as required for the Teacher Education Program. Students must inform the Teacher Education Department as well as the Office of Admissions of intent to complete CSET Equivalency requirements.

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 \$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 semester 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 semester 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 semester 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. 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-semester 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.

* *At the discretion of the Chair student may be considered for additional units.*

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.

Certain transfer credits accepted for degree requirements may not necessarily meet Liberal Studies CSET Equivalency Program requirements. Student must meet with their academic advisor to verify if transfer credit applied to degree requirements also meet CSET Waiver Program requirements.

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.

SPA 100
SPA 110
CS 100
CS 103
CS 109
EDU 531

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 course is a Challenge Exam and pay the corresponding course fee.
- Pass the test with "C" or higher (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, 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.*

Re-instatement

Once disqualified, the student must go through an appeal process. The appeal process constitutes a formal appeal letter from the student to the Provost with the following guidelines:

- Explain extenuating circumstances which may have caused a disruption in satisfactory academic performance, and demonstrate that the negative circumstances have since been corrected.
- Provide proof of mitigating or extenuating circumstances that caused a negative impact on satisfactory academic

performance, and demonstrate that those conditions have since been corrected.

The Provost will review all appeals for re-instatement, and take into consideration recommendations of the Academic Chair, and the Registrar. At this time, the Provost may either:

- Confirm the disqualification, but re-instate the student on a probationary status.
- Confirm the disqualification and deny re-instatement.
- Revoke the disqualification but only in cases of error, or in such cases where a student was unable to withdraw from the university due to circumstances beyond his or her control.

At the recommendation of the Provost, the Office of the Registrar will notify the student in writing. If the appeal is accepted, the student must follow the following stipulations:

- Student may only take 6 units the first semester upon returning to the University.
- Student must meet with his/her advisor every module.
- Upon the recommendation of the advisor, student must attend mandatory tutoring sessions at the Student Academic Assistance Center (SAAC).

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 semester. NHU employees and their eligible dependents are also eligible for this program.
- Open University units are not applicable toward the residence requirement.

- 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 Courses

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
- Foothill College
- De Anza College

Tuition and Fee Schedule

The following is a schedule of tuition and fees for the academic year 2005-2006. These figures are subject to change.

Tuition and Mandatory Fees

Undergraduate Tuition	\$ 155.00/unit
Credential Tuition	\$ 242.00/unit
Open University Tuition (Undergraduate courses)	\$ 186.00/unit
Open University Tuition (Credential courses)	\$ 273.00/unit
Application fee (non-refundable)	\$ 50.00
Registration fee (per semester)	\$ 100.00
And other fees determined by the Institution.	

Other School Fees

If and when applicable students will be charged:

\$ 20.00	Late registration fee (this applies to all students who register after the first class meeting)
\$ 10.00	Student ID replacement fee
\$ 15.00	Laboratory fee, for courses with laboratory component per course
\$ 50.00	Graduation fee per degree
\$ 50.00	Transcript analysis fee
\$ 8.00	Rush transcript
\$ 4.00	Regular transcript
\$ 2.00	Each additional regular transcript per order
\$ 25.00	Returned check fee per check
\$ 25.00	Installment payment plan fee (per semester)
\$ 50.00	Bachelor's Diploma fee
\$ 25.00	Certificate Diploma fee

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

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.

Method of Payment

Students who register for the class prior to the beginning of a semester must pay all tuition by the first day of class. However, payment may be deferred for students in the following categories:

- Those who receive financial aid and/or scholarships.

- Those who agreed to an installment payment plan. payment plans will be broken into three installments per semester. (A Business Office representative must approve Exceptions). Balances must be paid in full by the end of the current semester.

Students on financial aid and/or scholarships will be given an extension of payment until the loan or grant 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. Students completing the registration process after the first class meeting will be assessed a non-refundable late registration fee.

Unpaid Balance

Students who have an unpaid balance with the University may not register for the semester; receive grades or transcripts of academic credit or their diplomas.

All checks and money orders should be made payable to **National Hispanic University** and include appropriate identification, such as name, social security number, or driver's license number. Students whose checks are returned due to insufficient funds by the bank will be subject to cancellation of their registration in addition to the \$25.00 returned check fee per check.

Refund Policy

Students who withdraw or drop courses before the end of the semester may be eligible to receive refunds for some fees. In order 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 Admissions & Registrar.

The effective date to determine a refund will be based on the actual submittal date of the "Withdrawal Petition Form" or a "Drop Form" to the Business Office.

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

If the student drops without officially withdrawing, the student's withdrawal date will be determined within the 30 days of the end of the period of enrollment for which the student has been charged, the end of the academic year, or the end of the educational program, whichever is the earlier.

Students who withdraw or drop a class before the census date, which is before 5:30 pm on the day of the 4th class meeting, are eligible for a full refund with the exception of all applicable non-refundable fees.

Note: Students in the Saturday program need to withdraw or drop by the census date, the second-class meeting.)

Students who withdraw or drop a class after the census date may be eligible for a pro-rata refund.

Note: Students in the Saturday program may be eligible for a pro-rata refund if they withdraw or drop after the census date.

The pro-rata refund is a tuition refund to students attending the institution, who drop a class after the census date but before the 60% point in time of the enrollment period. The refund is equal to the portion of the enrollment period for which the student has not been charged, which is based on the submittal date to the Business Office of the "Withdrawal Petition Form" or a "Drop Form". All students receiving a pro-rata refund will be given a refund computation form, filled out by a Business Office representative, to calculate their refund.

Students attending the University who withdraw or drop a class on or after the 60% point in time of the enrollment period will not receive any refund.

Calculation of Student's Refund

1 unit course = 15 hours
2 unit course = 30 hours
3 unit course = 45 hours
4 unit course = 60 hours

Calculation using the 2005-2006 fees:

Undergraduate course = \$ 155.00/unit
Credential course = \$ 242.00/unit
Open University - Undergraduate course = \$186.00/unit
Open University - Credential course = \$ 273.00/unit

Step 1: Subtract the number of hours the student is accountable for (the date the drop form is submitted to the Business Office) from the total number of hours for the course.

Example: Student dropped a 3 unit undergraduate course during the 5th class meeting (this is a 2 hr class meeting M/W) ***45 hrs - 10 hrs = 35 hrs left

Step 2: Divide the total hours left by the total # hours of the class. If total class time accountable is 60% or higher, the student will not qualify for a refund.

Example: 35 hrs/45 hrs = 78% class time remaining
(100% - 78% = 22% total class time student is accountable for)

Step 3: Calculate refund to student by multiplying total cost of the class by the percentage of step 2.

Example: \$465 (tuition cost for a 3 unit undergraduate course) x 78% = \$362.70 refund

This refund procedure will be uniformly applied to all students..

Calculation using the new fees starting Fall 2005:

Undergraduate course = \$ 147.00/unit
Credential course = \$ 230.00/unit
Open University - Undergraduate course = \$ 177.00/unit
Open University - Credential course = \$ 260.00/unit

Step 1: Subtract the number of hours the student is accountable for (the date the drop form is submitted to the Business Office) from the total number of hours for the course.

Example: Student dropped a 3 unit undergraduate course during the 5th class meeting (this is a 2 hr class meeting M/W) ***45 hrs - 10 hrs = 35 hrs left

Step 2: Divide the total hours left by the total # hours of the class. If total class time accountable is 60% or higher, the student will not qualify for a refund.

Example: 35 hrs/45 hrs = 78% class time remaining
(100% - 78% = 22% total class time student is accountable for)

Step 3: Calculate refund to student by multiplying total cost of the class by the percentage of step 2.

Example: \$441 (tuition cost for a 3 unit undergraduate course) x 78% = \$344 refund

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, 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.

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 or 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 & 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 module. 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 & 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,” “F,” “U,” “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

Teacher Education

There are several scholarships available for prospective teachers. These scholarships are designed to help students pay for a portion of tuition and fees while working towards

a teaching credential at NHU. Students must meet Federal Student Aid Citizenship requirements and be committed to a career in teaching.

Application procedures, and Terms and Conditions hold the same for Teacher Education Scholarships as they do for NHU Scholarship Fund.

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.

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.

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.

Registration and Enrollment

Registration

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 semester 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 from all colleges to enrich their educational experiences by attending classes at San Jose State University campus without incurring costs over and above their normal registration fees. 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 modular session when the general enrollment statistics of the University are established. The Census Date for each class is the fourth class meeting or the second Saturday of Saturday classes. 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 Provost 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 "U" 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

The final date for dropping courses for a full tuition refund is 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 “U” posted to their records.

Grading and Academic Standards

Grades

Grading System

Grade Point Value

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

EXCELLENT

- A 4.0 grade points
- A- 3.75 grade points

ABOVE AVERAGE

- B+ 3.35 grade points
- B 3.0 grade points
- B- 2.75 grade points

AVERAGE

- C+ 2.35 grade points
- C 2.0 grade points
- C- 1.75 grade points

BELOW AVERAGE

- D+ 1.35 grade points
- D 1.0 grade points
- D- 0.75 grade points

FAILURE

- F 0 grade points

OTHERS

CR CREDIT - 0 GRADE POINTS

NC NO CREDIT - 0 GRADE POINTS.

Taking a preparatory course offered on a credit/no credit basis is an alternative non-penalty grading plan offered to students in lieu of the traditional letter grade. The equivalent of "C-" or above will be recorded as CR, with units earned. Earning the equivalent of "D" or below is recorded as "NC" with no units earned.

P PASS - 1.00-5.00 UNITS

FAIL - 0 GRADE POINTS

The equivalent of "C-" or above for college courses will be recorded as a "P" with units earned. The equivalent of a "D" or below for college courses will be recorded as an "F" with no units earned.

SP SATISFACTORY PROGRESS

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 or an extension. Incomplete grades must be removed within one semester or the grade becomes an "F".

Enrollment Type

TRANSFER UNITS TRANSFERRED

Denotes transferable units based on the Evaluation of Transfer Credit as explained in this Catalog.

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.

HS Credit Course Used for High School Credit

Course used for high school credit.

Ind. Studies Individual Directed Study

Denotes Individual Directed Study courses following registration guidelines described in this Catalog.

Retake

Repeat Course

Students may repeat courses in which they have received a "C-" or lower. Both the initial grade and the subsequent repeat grade will show on the academic record; however, only the higher grade will count in computing the grade point average. Thus, the course with the lower grade will carry the course note of "R". Preparatory classes may be repeated whether or not a student earns a grade of CR or NC. The maximum number of attempts for repeating courses will be one time. However, a student may file a petition for a second attempt with the Department Chair.

Cross Reg. Cross-Registration Course

Students may register and attend courses at an institution where there is a cross-enrollment agreement in place. Students must meet requirements and obtain approval from the Registrar.

Open U

Course taken as Open University

Please refer to catalog section of Open University for guidelines.

Grade Point Average

The grade point average (GPA) is computed by dividing the total grade points earned (credits per course times the grade points per grade) by the total completed course credits (excluding those classes with grades Credit/No Credit, Withdrawal, Incomplete, or Satisfactory Progress - Unsatisfactory Progress). For example, a C in a 3-unit course earns $3 \times 2 = 6$ grade points, an A in a 2-unit course earns $2 \times 4 = 8$ grade points, and a C- in a 3-unit course earns $1.75 \times 3 = 5.25$ grade points. Transfer credit accepted by NHU, as part of a degree program, will not be considered in computing the grade point average requirement.

Students who receive an "F" grade must retake the course if the course is a requirement for graduation.

The University issues official grades at the end of each semester to students who have met all financial obligations to the University. In accordance with privacy laws, grades

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 module.

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 half 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 undertakes monitoring of 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. Any student who receives a notice of disqualification may petition for a hearing to the Academic Standards Committee. The Provost, upon recommendation by the student's Department Chair, will make the decision on a disqualification. Students may file a written appeal to the President of the University who will make the final determination on all appeals.

A disqualified student who wishes to return to the University must follow the Admissions procedures. 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.

Monitoring the Time Limit

The maximum time for the completion of a degree or certificate program is the period of time in which the student attempts 1.5 times the standard program length for normally progressing students of the same enrollment status: full-time 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, and is 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.)

Required % Evaluation Point	Allowable # of Units Attempted	Minimum Units Successfully Completed
Associate Degree		
25 % of maximum	28	18
50 % of maximum	56	27
100 % of maximum	112	75
Bachelor Degree		
25 % of maximum	48	32
50 % of maximum	96	64
100 % of maximum	142	128
Credential Program		
25 % of maximum	12	8
50 % of maximum	24	16
100 % of maximum	49	33
Certificate (CLAD/BCLAD)		
25 % of maximum	4	3
50 % of maximum	9	6
100 % of maximum	18	12
Translation & Interpretation Certificate		
25 % of maximum	6	4
50 % of maximum	13	9
100 % of maximum	27	18

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.

Re-instatement

If disqualified, the student must go through an appeal process.

The appeal process constitutes a formal appeal letter to the Provost. If the appeal is accepted, the student must follow the following stipulations:

- Student may only take 6 units the first semester upon returning to the University.
- Student must meet with advisor every module.
- Student must attend mandatory tutoring sessions at the SAAC.

The student must successfully re-take courses previously failed so that the recalculated GPA and successful completion percentage meet or exceed the minimum requirements.

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 Provost of mitigating or extenuating circumstances that disrupted previously satisfactory academic performance and explain that the negative circumstances have now been corrected.

Appeal Procedure Available to the Student

Any student who receives a notice of disqualification may petition for a hearing. The Provost, upon recommendation by the student's Department Chair, will make the decision on a disqualification. If the student is not satisfied he/she may file a written appeal to the President of the University who will make the final determination on all appeals.

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.

Student Rights - 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.

Grievance Process and Procedures

The following procedures reflect the institution's commitment to resolve grievances fairly and expeditiously. These procedures are intended to promote the voluntary resolution of the difficulties among employees (faculty and staff), students and the institution. The procedures may also be used to resolve any dispute among faculty, staff and students, except for matters expressly covered under other procedures. Finally, no person, in any way, shall be penalized for pursuing the remedies established by the procedures. Questions regarding the grievance procedures should be directed to the Executive Director of Student Outreach and Support Services.

Grievance Process

Informal Grievance Process

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

The aggrieved individual should make known his/her grievance to the individual causing the grievance within fourteen (14) calendar days of the action/incident, or the last in a series of actions/incidents being grieved. The aggrieved should keep a written record of the date on which he/she initiated discussion of the grievance with the individual causing the grievance. Written records should also be kept of all subsequent conferences regarding the grievance with the individual causing the grievance, and of all subsequent conferences regarding the grievance with individuals in the administrative hierarchy.

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

Formal Grievance Process

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

Grievance action may be initiated by a student against another student, against an instructor, against an administrator, or a member of the classified staff. The following actions are grounds for student grievance:

- Prejudiced or capricious decision in the academic evaluation of a student's performance;
- Act or threat of intimidation or harassment;
- Act or threat of physical aggression;
- Arbitrary action or imposition of sanctions without proper regard to due process as specified in University procedures;
- Violation of student rights.

Who may initiate a formal grievance?

Any student of the University who has pursued a grievance through the administrative levels up to the President concerning academic or non-academic matters.

What can be brought to a formal grievance?

- A perceived lack of fair process according to the decision-making procedures of the University regarding promotion, salary, hiring, firing, etc.
- Any behavioral problems regarding religious, racial or sexual harassment.
- Any alleged violation of public or private property rights;
- Any alleged violation of civil law.

How is a formal grievance initiated?

The Grievant shall complete the form "Petition To Initiate a Formal Grievance" and file it with the Office of Student Services within seven (7) calendar days after the date the employee or student is notified of the last administrative action in the case. Similarly, if the Provost/Vice President of the University is requesting a Grievance Hearing, he or she must make the request within seven (7) calendar days after the date on which the employee or student is notified of the last administrative action in the case.

In cases of sexual or racial harassment, the grievant may file the petition directly with one of the Grievance Officers and may initiate the formal grievance up to forty-five (45) calendar days after the last action/incident.

How is the grievance officer chosen?

The Grievant shall select the Grievance Officer from the panel of Grievance Officers available, indicated by the Executive Director of Student Outreach and Support Services. A Grievance Officer may abstain from taking a particular grievance because of conflict of interest. If the Grievant does not wish to select the Grievance Officer, the Provost will appoint one to hear the case.

Grievance Procedure

Gathering of Documentation

Within fifteen (15) calendar days after the request is received by the Executive of Director of Student Outreach and Support Services and not less than ten (10) calendar days prior to any hearing, the Grievance Officer furnishes the Grievant a statement of the reason for the disputed action. Copies of all materials considered by the President and all other persons who have acted in the case will also be supplied to the grievant.

When the Executive of Director of Student Outreach and Support Services requests the Grievance Hearing, all materials on which he/she bases the request for the hearing shall be furnished to the employee or student within fifteen (15) calendar days. This is after the Provost's request is received by the Office of Academic Affairs and at least ten (10) calendar days prior to any hearing.

Interviews

The Grievance Officer will review all available documentation as set out in above, and then interview the Grievant. In a separate interview, the Grievance Officer will interview the opposing side. At this point and later, the Grievance Officer may consult with the other Grievance Officers on the subject case.

The Hearing

The Grievance Officer will then conduct a hearing at which both parties will be present and the Grievance Officer may decide whether to act as a mediator or arbitrator. More than one hearing may be necessary.

Mediation

The Grievance Officer should try mediation first in settling the relatively less serious issues. Through mediation the concerned

parties reach a mutually acceptable solution to the case. The Grievance Officer then writes a report of the outcome and submits it to the Executive of Director of Student Outreach and Support Services.

In more difficult situations, mediation can be used in narrowing the issues and defining clearly the substance of the complaint. The Grievance Officer acting as the mediator will then write a report of the outcome and make recommendations where necessary to be given to the Executive of Director of Student Outreach and Support Services and Grievant.

Arbitration

The Grievance Officer should act as an arbitrator on substantial issues such as promotion, firing, etc. The arbitrator's decision will be presented in the form of Findings and Recommendations to the Executive of Director of Student Outreach and Support Services and Grievant, and although not binding, can be persuasive since it expresses the findings of an experienced neutral officer.

All evidence, which the Grievant wishes to present, should be brought forth during the formal hearing. The evidence presented may be in the form of oral testimony, written statements, or dated and signed documents. Hearsay evidence will generally not be acceptable. The Grievant and the person whose action is grieved have an opportunity to review the evidence presented by both sides as summarized in the Grievance Officer's Report to the Executive Director of Student Outreach and Support Services and the President.

The hearing is administrative in nature and because of this, an attorney is not allowed to be present for either side. If the Grievant has obtained counsel, that person may wait outside the hearing room if necessary. If the Grievant demands legal counsel, then the matter will have to be settled outside the University in a Court of Law.

There should be complete minutes of the hearing. A cassette tape will be acceptable. If requested by the employee, student or University, and at the expense of the requesting party, a full stenographic record of such proceeding can be arranged. Such minutes/tape shall be treated as confidential unless the employee or student institutes litigation against the University or unless the employee, student, or President makes any public statement concerning the proceedings or the subject matter thereof. If the employee or student initiates litigation, a copy of the minutes or tape will be made available to both lawyers as requested. If either party makes public statements concerning the proceedings or the subject matter thereof, the other party is free to respond using data from the minutes as deemed necessary.

Report of the Grievance Officer: Findings and Recommendations

The Grievance Officer shall make to the Executive of Director of Student Outreach and Support Services and President a written report including his/her recommendation for disposition of the case, with a copy to the Grievant, within seven (7) calendar days after the hearing.

Grievant's Response

The Grievant may respond in writing to the report of the Grievance Officer. Such response shall be submitted to the Executive of Director of Student Outreach and Support Services and President with a copy to the Grievance Officer within ten (10) calendar days after the date of the Grievance Officer's report to the President and employee or student.

Final Decision

The Provost's decision in the matter shall be final in all respects except when there is a dismissal of a faculty member involved. In this instance, the Provost shall submit the entire file to the Board of Trustees for final decision, but there shall be no hearing before the Board.

Selection of Grievance Officers

The President or the Provost of the University will appoint potential Grievance Officers. The candidates should be acquainted with the University and its procedures yet without a vested interest in the outcome of any specific case. Candidates should have mediation skills or be willing to receive training.

This slate of officers will be sent to the President's Cabinet for their recommendations and then presented to faculty and students. If there is strong opposition to any of the candidates, that person's name will be removed from the slate. The President's Cabinet will make the final selection of Grievance Officers.

The University should have at least three Grievance Officers available. These Officers will be neutrals trained in arbitration, mediation and fair process, and have an understanding of higher education and the University. These people may be chosen from retired or semi-retired faculty and/or administrators and will be appointed for a term of two (2) years.

Only one of the Officers chosen by the Grievant will handle any grievance; however, they may consult with one another whenever they wish.

Review

The Grievance Officers will conduct an annual review of the nature of the Petitions brought before them and suggest changes or improvements in University procedures where needed to help in dispute prevention.

Policy on Sexual Harassment

The University adheres to the principle that students have a right to be free of sexual harassment by any member of the academic community. Sexual harassment includes such behaviors as:

- Attempting to coerce an unwilling person into a sexual relationship (physical assault, or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one's job, opportunities 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 first seek to make clear to the offender in writing their displeasure regarding the behavior and their desire that it cease. They may seek assistance, if they wish, from one of the following: if the harassed one is a faculty member, from the Provost; if the harassed one is a staff member, from the Director of Human Resources; and if the harassed one is a student, from the Executive Director of Student Outreach and Support Services. If the unacceptable behavior continues, the persons who feel they have been harassed may seek remedy through the institution's formal grievance procedures, initiating the process by going directly to one of the three Grievance Officers.

If the individual chooses, he/she may omit the steps indicated in the previous paragraph and go directly to a Grievance Officer.

A student found guilty of sexual harassment is subject to dismissal from the University.

Complaints regarding sexual harassment will be responded to promptly and equitably. Confidentiality will be maintained insofar as possible to protect the right to privacy of both persons and so that the integrity of the respondent is not compromised in the event of an unfounded complaint.

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

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 both research and classwork, 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.

Computing Facilities in the Library

The Library at the University has computers for student use. The computers are networked to form a library local area network integrated with the university network. Printers are available for student, staff and faculty use with the computers. Additionally, there are computer facilities in the Student Academic Assistance Center (SAAC) and the Computer Information Systems Lab as described below.

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/SAAC Staff can arrange special orientation and/or computer tutor sessions.

Student Academic Assistance Center

The Student Academic Assistance Center (SAAC) coordinates an important range of academic support services for students before they begin NHU classes, during classes, while job hunting, and even after graduation.

Tutoring

The SAAC tutorial program is designed to assist students with their academic challenges. The program emphasizes an faculty interaction and counseling support. Tutors will provide 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 SAAC tutor is to guide students in the development of their academic potential and motivate students to become self-directed learners. Furthermore, the SAAC tutorials are incorporated in the curriculum in English 45 and English 100 as well as Math 45 and Math 100 in order to provide students with one-on-one support and feedback catered to their individual needs. This extra tutorial will prepare them for the more rigorous upper division courses. It is offered to all enrolled students free of charge.

Testing Services and Software

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

Career Planning and Placement

The SAAC provides assistance with post-baccalaureate study, career planning and job placement services that help currently enrolled students and alumni best utilize their collegiate educational experience and prepare for future careers.

Graduate school information is an integral part of career planning and is provided through the SAAC Advisors, guided Internet searches and NHU Library.

SAAC Advisors also work with students who wish to explore available career choices using assessment tools, Internet searches and NHU Library.

Job search information is available through:

- Bulletin board postings;
- Binders in the SAAC;
- Internet job listing sites;
- Our partnership with San Jose State University which includes access to many of their Career Center services;
- Our partnership with NASA Ames Research Center, which allows our access to its 3000+ job-listing database.

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.

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 Student Academic Assistance Center (SAAC).

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

Student Activity Space

NHU students have University space where they can plan and organize activities. This facility is used by students for meetings.

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 under represented in higher education.

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).

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.

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) semester units of work. To accommodate the working adult, NHU has instituted a modular schedule. NHU offers five (5) modules per academic year for undergraduates, dividing the Fall and Spring semesters into two ten-week modules each and offering a six-week module during the Summer semester. While the modular schedule provides greater flexibility for students, it is not an accelerated program. Students may register at the beginning of any module.

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 Level Writing 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. The test may be taken as many times as needed to pass. Students who do not pass the test are strongly encouraged to sign up for a tutorial program in the Student Academic Assistance Center (SAAC). 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.

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 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 and computer proficiency requirements. Passing the university writing skills test, SAM 2000 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 Form at the completion of 100 units;
- Ensure that all financial obligations to the University have been met, including payment of outstanding fees.

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.

The NHU Associate of Arts Degree in Business Administration requires a minimum of 67 units with an average grade of 2.0 or higher.

The NHU Bachelor of Arts Degree in Business Administration requires a minimum of 125 units with an average grade of 2.0 or higher.

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 Hispanic or other minorities managers and leaders. To this end, the department will strive to combine excellent student learning experiences in an intimate environment.

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 manager. 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 believes that much learning takes place through good classroom instruction and establishing informal contacts with and among students.

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 business 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, gender 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 Associates 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;
- 9 general elective units;
- Attain an overall grade point average of "C" (2.0) or higher.

General Plan

NHU Core Courses	7 units
General Education Courses	27 units
Business Administration Courses	24 units
Business Administration Electives	9 units
Total	67 units

NHU Core Courses

INF 100 1 unit
Information Competency

CS 100 3 units
Introduction to Computers

CS 103 3 units
Advanced Computer Applications

General Education Courses

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

ORAL COMMUNICATION

SPC 100 3 units
Speech

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: Natural Life Science and Mathematics (3 units)

MATHEMATICS

MAT 100 3 units
College Algebra

Area C: Arts, Letters, and Humanities (6 units)

LETTERS

PHL 100 3 units
Introduction to Philosophy

HUMANITIES

ENG 250 3 units
Contemporary Multicultural Literature

Area D: Social and Behavioral Science (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 Cultural Diversity (3 units)

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.

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;
- Meet requirements for major as described in this catalog;
- Complete a minimum of the University's 30-semester units residency;
- Complete a minimum of 51 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.

In addition, students must:

- File a formal application for a degree with the University at the completion of 100 units;
- Ensure that all financial obligations to the University have been met, including payment of outstanding fees.

General Plan

NHU Core Courses	10 units
General Education Courses	49 units
- Lower Division (40 units)	
- Upper Division (9 units)	
Business Administration Courses	66 units
- Lower Division (24 units)	
- Upper Division (42 units)	
Total	125 units

NHU Core Courses

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	
Spanish for the Spanish Speaker	

General Education Courses

Lower Division Requirements (40 units)

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

ORAL COMMUNICATION

SPC 100	3 units
Speech	

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	
Introduction to Logic	

Area B: Natural Life Science and Mathematics (10 units)

Physical Science

GEO 200	3 units
Physical Geography	

NATURAL SCIENCE

Mathematics	
MAT 100	3 units

MATHEMATICS

MAT 100 3 units
College Algebra

Area C: Arts, Letters, and Humanities (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 and Behavioral Science (9 units)**HUMAN BEHAVIOR**

ANT 100 3 units
Introduction to Anthropology

COMPARATIVE SYSTEMS

HIS 100 3 units
History I

SOCIAL ISSUES

HIS 201 3 units
History II

Area E: Life-Long Understanding and Cultural Diversity (3 units)

ETH 134 3 units
Chicano/Latino Culture

UPPER DIVISION REQUIREMENTS (9 UNITS)

ENG 300 3 units
Advanced Writing Skills

ENG 301 3 units
World Literature

HIS 414 3 units
World History

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

* *12 units replaceable as electives. A student may replace these courses if:*

- It is a GE course that exceeds NHU allowable GE courses

OR

- It is a course from another major not transferable as another NHU Business course.

Note: All Computer Science classes except for CS 110, CS 490A and CS 490B consist of 2 lecture units and 1 lab unit.

Department of Computer Science

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 2000 – Skills Assessment Manager 2000) 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 SAAC. 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 2000 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 2000 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

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.
- To prepare the student to become certified as a Cisco Network Associate.

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

NHU Core Courses	10 units
General Education Courses	34 units
Computer Science Courses	31 units
TOTAL	75 UNITS

NHU Core Courses

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	
INF 100	1 unit
Information Competency	

General Education Courses

Area A: Communication In The English Language (9 units)

ORAL COMMUNICATION

SPC 100	3 units
Speech	

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	
Introduction to Logic	

Area B: Natural Life Science and Mathematics (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, Letters, and Humanities (3 units)

LETTERS

PHL 100	3 units
Introduction to Philosophy	

Area D: Social and Behavioral Science (6 units)

COMPARATIVE SYSTEMS

HIS 100	3 units
U.S. History	

SOCIAL ISSUES

HIS 201 3 units
U.S. History II

Area E: Life-Long Understanding and Cultural Diversity (3 units)

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

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

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 semester 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 semester 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 degree with the University at the completion of 100 units;
- Ensure that all financial obligations to the University have been met, including payment of outstanding fee.

General Plan

NHU Core Courses 10 units
General Education Courses 49 units
- Lower Division (40 units)
- Upper Division (9 units)

C.I.S. Major Courses 69 units
- Business Lower Division (9 units)
- Business Upper Division (9 units)
- Computer Science Lower Division (24 units)
- Computer Science Upper Division (27 units)

Total 128 units

NHU Core Courses

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 I

INF 100 1 unit
Information Competency

General Education Courses

LOWER DIVISION REQUIREMENTS (40 units)

Area A: Communication In The English Language (9 units)

ORAL COMMUNICATION

SPC 100 3 units
Speech

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
Introduction to Logic

Area B: Natural Life Science and Mathematics (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, Letters, and Humanities (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 and Behavioral Science (9 units)

HUMAN BEHAVIOR

ANT 100 3 units
Introduction to Anthropology

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 Cultural Diversity (3 units)

UNI 100 3 Units
First Year Seminar

OR

ETH 134 3 units
Chicano/Latino Culture

UPPER DIVISION REQUIREMENTS (9 units)

Area F: Advanced Written Communication (3 units)

ENG 300 3 units
Advanced Writing Skills

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

ENG 301 3 units
World Literature

Area H: World Issues and Problems (3 units)

HIS 314 3 units
World History I

OR

HIS 414
World History II

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

CS130 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
Computer Information Systems Senior Project

* *These courses may be substituted for upper division courses offered in a 4-year institution such as: Database Management Systems, Networked Databases, Web Design and 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 with prior approval from the department Chair.*

Department of General Education

Mission

The Mission of the General Education program 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 Department 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.

Program 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 program 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.

Program Rationales and Organization

A fundamental goal of the National Hispanic University is to develop in its students the capacity to become life-long 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 Department of General Education supports this goal by grouping fundamental skills- writing, critical thinking, speaking, and information literacy —into the Core requirements of General Education (10 units). The study of math, natural science, literature, art, humanities, behavioral sciences, and social sciences is contained in the breadth requirements (31 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

The General Education Program
(40 lower division semester units and 9 upper division units)

Core Courses: 9 units

Area A: Communication in the English Language and Critical Thinking: 10 units minimum

- A1. Oral Communication
- A2. Written Communication/
- A3. Critical Thinking

Breadth courses: 31 units

General Education Breadth Requirements

The General Education Program
(40 lower division semester units and 9 upper division units)

Core Courses: 10 units

Area A: Communication in the English Language and Critical Thinking: 10 units minimum

- A1. Oral Communication
 - SPC 100 Public Speaking
- A2. Written Communication
 - ENG 100 English Composition and Reading
- A3. Critical Thinking
 - PHL 200 Introduction to Logic
 - ENG 201 Critical Thinking, Reading, and Writing Across the Curriculum

Breadth courses: 31 units

Area B: Physical Universe and Its Life Forms: 10 units minimum

- B1. Physical Science
 - GEO 200 Physical Geography
- B2. Life Science
 - BIO 100 General Biology
- B3. Laboratory Activity (1 unit)
 - BIO 100 Lab
- B4. Mathematics and Quantitative reasoning
 - MAT 100 College Algebra

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

- C1. Arts (Art, Dance, Music, Theatre)
 - ART 100 Art Appreciation
- C2. Humanities, Literature, and Letters
 - PHL 100 Introduction to Philosophy and
 - ENG 250 Contemporary Multicultural Literature

Area D: Social, Political and Economic Institutions and Behavior: 3 units minimum

- D1. Human Behavior
 - ANT 100 Introduction to Anthropology
 - PSY 100 Introduction to Psychology
- D2. Comparative Systems
 - HIS 100 U.S. History I
- D3. Social Issues
 - HIS 201 U.S. History II

Area E: Lifelong Understanding and Self: 3 units minimum

- UNI 100 First Year Seminar 3 Units
- OR*
- ANT 125 Human Understanding and Development

Area F: American Institutions: 6 units

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, and C and D:

- Area I. Writing Proficiency
- Area II. Human Expression Across the Globe
- Area III. World Issues and Problems

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 Liberal Studies

Mission

The mission of the Liberal Studies Department is to provide quality elementary subject-matter preparation that fulfills the standards of the California Commission on Teacher Credentialing.

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, and/or graduate studies.

Goals

The goals of the Liberal Studies Department are to provide its students with the subject matter understanding and skills in Reading, Language, and Literature; History and Social Science; Mathematics; Science; Visual and Performing Arts; Physical Education and Health; and Human Development. Liberal Studies offers an undergraduate program that successfully prepares well-educated persons to teach in diverse multiple subject classrooms and to have the foundation to pursue more advanced study at the graduate level.

Associate of Arts Degree in Liberal Studies

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

- To prepare the student to enter a four-year university to attain a Bachelor's degree for professional careers in related fields, and
- 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 semester units of college credit;
- Meet requirements for the Core Courses;

- Meet requirements for the major as describe in this 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

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

General Education Courses

Area A: Communication In The English Language (9 units)

ORAL COMMUNICATION

SPC 100	3 units
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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
 Introduction to Logic

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

LIFE SCIENCE
 BIO 100 4 units
 General Biology I

MATHEMATICS
 MAT 100 3 units
 College Algebra

Area C: Arts, Letters, and Humanities (9 units)

ARTS
 ART 238 3 units
 Visual and Performing Arts

LETTERS
 PHIL 100 3 units
 Introduction to Philosophy

HUMANITIES
 ENG 250 3 units
 Contemporary Multicultural Literature

Area D: Social and Behavioral Science (9 units)

HUMAN BEHAVIOR
 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

MAT 108 3 units
 Number Systems

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

ETH 265 3 units
 Minorities in the United States

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

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 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 degree with the University at the completion of 100 units;
- 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

NHU Core Courses	13 units
General Education Courses	49 units
- Lower Division (40 units)	
- Upper Division (9 units)	
Liberal Studies Courses	64 units
- Lower Division (18 units)	
- Upper Division (31 units)	
- Emphasis (15 units)	
Total	126 units

NHU Core Courses

CS 100 Introduction to Computers	3 units
CS 103 Advanced Computer Applications	3 units
SPA 100 Elementary Spanish I	3 units
And	
SPA 110 Elementary Spanish II	3 units
OR	
SPA 230 Spanish for the Spanish Speaker I	3 units
And	
SPA 231 Spanish for the Spanish Speaker II	3 units
INF 100 Information Competency	1 unit

Liberal Studies Major Courses

LOWER DIVISION REQUIREMENTS (18 units)

CHE 130 Chemistry	3 units
CD 100 Child Growth and Development	3 units
DAN 120 Dance	1.5 units
MAT 108 Number Systems	3 units
MAT 200 Conceptual Geometry	3 units
MUS 121 Music	1.5 units
PHY 120 Physics	3 units

UPPER DIVISION REQUIREMENTS (31 units)

EDU 300 Gateway Experience	3 units
EDU 4473 units Theoretical Foundations of P.E. and Health Education for K-8	
EDU 490 Senior Seminar	1 unit
ENG 302 American Literature I <i>OR</i> ENG 303 American Literature II	3 units
ENG 401 Multi-Ethnic Children Literature	3 units
ETH 400 Gender, Race and Culture in American Society (Integrative Social Science Course)	3 units
GEO 300 Cultural Geography	3 units
HIS 313 California History	3 units

HIS 414 World History II	3 units
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LIN 406 Comparative Linguistics	3 units
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MAT 312 Educational Statistics	3 units
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EMPHASIS REQUIREMENTS (15 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. Student must select the three required courses and any two of the remaining courses:

ANT 422 Cultures of Mexico	3 units
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EDU 250 (required) Field experience in the Classroom	3 units
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ETH 265 (required) Minorities in the United States	3 units
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ETH 317 African American Studies	3 units
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ETH 318 Asian American Studies	3 units
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ETH 319 Native American Studies	3 units
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ETH 321 Chicana/Latina Women in the U. S.	3 units
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ETH 322 Latin American Families in the U. S.	3 units
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ETH 432 (required capstone course) Advanced Multicultural Relations	3 units
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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 351 3 units
Cultural Dimensions Related to
Child Development

CD 352 3 units
Cognitive and Language Development in
Early Childhood

CD 453
(required capstone course) 3 units
Research in Child Development

CD 454 3 units
Practicum in Early Childhood Education II

ETH 265 3 units
Minorities in the U.S.

PSY 325 3 units
The Exceptional Child

Department of Mathematics and Science

Mission

The mission of the Mathematics and Science Department is to provide a broad technical 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 rigorous courses that will provide students with a solid foundation in calculus, chemistry, engineering and physics, including both theory and practical applications. The department aims to prepare students for (1) a seamless transition to another four-year university with junior standing in mathematics, engineering or a science-related major, or (2) entry into the technical work force.

Goals

The goals of the Mathematics and Science curricula are to

- 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 technical practice; 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 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 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 from the National Hispanic University, the student

must complete a minimum of 69 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), 33 units
- Attain an overall grade point average of “C” (2.0) or higher.

General Plan

NHU Core Courses	4 units
General Education Courses	32 units
Mathematics and Science Courses	33 units
Total	69 units

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 (9 units)

ORAL COMMUNICATION

SPC 100	
Public Speaking	3 units

WRITTEN COMMUNICATION

ENG 100	
English Composition and Reading	3 units

CRITICAL THINKING

ENG 201	
English Composition & The Research Paper	3 units
OR	
PHL 200	
Introduction to Logic	3 units

Area B: Natural Life Science and Mathematics (8 units)

LIFE SCIENCE

BIO 100
General Biology 4 units

MATHEMATICS

MAT 120
Calculus and Analytic Geometry I 4 units

Area C: Arts, Letters, and Humanities (6 units)

ARTS

ART 100
Art Appreciation 3 units

LETTERS & HUMANITIES

PHL 100
Introduction to Philosophy 3 units
OR
ENG 250
Contemporary Multicultural Literature 3 units

Area D: Social and Behavioral Science (6 units)

COMPARATIVE SYSTEMS

HIS 100
U.S. History I 3 units

SOCIAL ISSUES

HIS 201
U.S. History II 3 units

Area E: Life-Long Understanding and Cultural Diversity (3 units)

UNI 100
First Year Seminar 3 Units

OR

ANT 125
Human Understanding and Development 3 units

Mathematics and Science Courses

CHE 150A 5 Units
General Chemistry for Scientists and Engineers I

CHE 150B 4 units
General Chemistry for Scientists and Engineers II

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)

PHY 150D 4 units
General Physics IV (Atomic Physics)

MAT 121 4 units
Calculus and Analytic Geometry II

MAT 122 4 units
Calculus and Analytic Geometry III

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 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 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

NHU Core Courses 4 units
General Education Courses 33 units
Mathematics, Science and Engineering Courses 36 units
Total 73 units

NHU Core Courses

Computer Applications for Scientists & Engineers
3 units

INF 100
Information Literacy 1 unit

General Education Courses

Area A: Communication In The English Language (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
English Composition & The Research Paper
OR
PHL 200 3 units
Introduction to Logic

Area B: Natural Life Science and Mathematics (9 units)

PHYSICAL SCIENCE
CHE 150A 15 units
General Chemistry for Scientists and Engineers

MATHEMATICS
MAT 120 4 units
Calculus and Analytic Geometry I

Area C: Arts, Letters, and Humanities (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 and Behavioral Science (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 Cultural Diversity (3 units)

UNI 100 3 Units
First Year Seminar

OR

ANT 125 3 Units
Human Understanding and Development

Mathematics, Science and Engineering Courses

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

EGR 100 3 units
Introduction to Engineering

EGR 200 2 units
Engineering Mechanics-Statics

EGR 225 3 units
Introduction to Materials

EGR 250 4 units
Introduction to Circuit Analysis

Department of Teacher Education

Mission

The mission of the Teacher Education is to prepare teachers who are effective in California's 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.

Vision

The vision of the Teacher Education Department is to graduate highly employable teachers that have the knowledge, abilities, attitudes and skills to work with the diverse students that are in the classrooms today.

Goals

The goal of National Hispanic University's Teacher Education Credential Program is to prepare candidates for the Multiple or Single Subject Certificate (English, Mathematics, History-Social Science and Science) with Cross-Cultural Language and Academic Development Emphasis (CLAD).

Admission

Please see the Admission to the University section of this catalog.

Preliminary Multiple Subject Credential Courses for the Ryan

The Ryan Courses are being phased out. Anyone not completing the Ryan Credential by December 2005 will need to transfer to a 2042 Credential.

EDU 511 Educational Sociology	3 units
EDU 512 Educational Psychology	3 units
EDU 515	3 units

Multicultural Education: An Introductory Course

EDU 525 3 units
Methods: Math & Science Curriculum & Instruction

EDU 529 3 units
Methods: Social Studies, Visual and
Performing Arts, P.E. Curriculum and Instruction

EDU 530 6 units
Methods: Language Arts and Reading
Curriculum and Instruction

EDU 531 3 units
Computer Technology for Teaching/Learning

EDU 536 3 units
Effective Teaching

EDU 537 2 units
ELD/SDAIE Methods

EDU 555 4 units
Student/Intern Teaching

List of Courses for the Ryan CLEAR Credential

Ryan Clear Courses are only offered through December 2005.

Ryan clear courses include:

EDU 550 3 units
Teaching Health Education
(Includes CPR training by an approved
organization)

EDU 551 3 units
Mainstreaming Exceptional Students

EDU 552 2 units
Curriculum Materials and Technology

Prerequisite Courses for the 2042 Preliminary Multiple Subject Credential

(43 Units with Prerequisites)

Prerequisites:

EDU 508 Educational Foundations	3 units
CS 100 Introduction to Computers	3 units
LIN 406 Comparative Linguistics	3 units

Credential Courses:

EDU 514 Effective Teaching and Learning	3 units
EDU 515 Cultural Diversity in the Classroom	3 units
EDU 516 Classroom Field Experiences and Seminar	1 unit
EDU 520 Second Language Learners	3 units
EDU 522 Methods: Science Curriculum and Instruction	2 units
EDU 527 Methods: Mathematics Curriculum and Instruction	2 units
EDU 529 Methods: History Social Science Curriculum and Instruction	3 units
EDU 530 Language Arts, Literacy & Reading Curriculum and Instruction (Subject Matter Competency required)	6 units
EDU 531 Computer Technology for Teaching /Learning 1	2 units
EDU 550 Teaching Health Education	2 units

EDU 551
Inclusive Educational Practices

3 units

EDU 555 A/B
Student/Intern Teaching Practicum (Subject Matter Required)

4 units

Before recommendation is made to the CCTC, NHU will verify that Multiple Subject candidates have met Subject Matter, U.S. Constitution, fingerprint requirements and successful completion of the RICA examination. In addition, 2042 candidates must pass the CTC/ETS designed Teacher Performance Assessments conducted by the University in collaboration with the CTC and ETS. BCLAD candidates must provide NHU with documentation of successful completion of the State BCLAD Test 5 and 6 or EDU 510 and Test 6.

List of Courses for the 2042 Preliminary Single Subject Credential

(39 Units with Prerequisites)

Prerequisites:

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

Credential Courses:

EDU 514 Effective Teaching and Learning	3 units
EDU 515 Cultural Diversity in the Classroom	3 units
EDU 516 Classroom Field Experiences and Seminar	1 unit
EDU 520 Second Language Learners	3 units
EDU 524 Secondary Content Methods Curriculum and Instruction (Subject Matter Competency required)	6 units
EDU 530a Language Arts and Reading Curriculum and Instruction	6 units

Before recommendation is made to the CCTC, NHU will verify that candidates have met Subject Matter, U.S. Constitution and fingerprint requirements. In addition, candidates must pass the CTC/ETS designed Teacher Performance Assessments (TPAs) which are administered by the University. BCLAD candidates must provide NHU with documentation of successful completion of the State BCLAD Test 5 and 6 or EDU 510 and Test 6.

List of Courses for the 2042 CLEAR Credential

2042 clear courses are offered to teachers in private schools, Charter Schools, and teachers that are working in districts that do not offer induction programs.

2042 clear courses include:

EDU 552	2 units
Curriculum Materials and Technology	
EDU 560	3 units
Creating Healthy Classrooms (Includes CPR training by an approved organization)	
EDU 561	3 units
Creating Inclusive Classrooms	
EDU 567	3 units
Advanced Study in Teaching English Language Learners	

Teacher Intern Program

A teacher candidate must complete his or her BA, CBEST, and subject matter competency before becoming an Intern. Intern Teachers are issued a certificate entitled, Intern Credential, for two years by the CCTC after agreeing to participate in a district or County Intern Program. A teacher candidate may also apply for a two-year Intern Certificate through his or her District HR department and NHU.

Intern Teaching Practicum

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

Teaching Certificate Programs

General Information

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 supplementary authorization CLAD or BCLAD certificates and courses for the Clear Credential are available. The Commission on Teacher Credentialing (CTC) has approved NHU to offer courses that satisfy the requirements for the supplementary credentials.

Supplementary CLAD/BCLAD Authorization

The Commission on Teacher Credentialing has authorized The National Hispanic University to offer the CLAD/BCLAD certificate to meet the growing demand for teachers who possess expertise to teach in culturally and linguistically diverse classrooms.

BCLAD authorization includes CLAD plus additional BCLAD requirements listed separately below. The CLAD 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.

Teachers may obtain the CLAD supplementary authorization by taking four CLAD courses.

CLAD Course Work

EDU 508 Educational Foundations or Sociology	3 units
EDU 515 Cultural Diversity	3 units
EDU 567 Advanced Study in Teaching English Language Learners	3 units
EDU 520 Second Language Learners	3 units

Teachers who passed portions of the Bilingual Certificate of Competence (BCC) should see the faculty advisor for clarification on which tests are required. If the students passed part of the BCC exams, they will transfer.

CLAD Certificate

NHU will award a letter and a transcript to students who successfully complete the four courses listed above. Students will forward a credential application with the letter and transcript to the Commission on Teacher Credentialing (CTC). CTC will grant the supplementary authorization.

Additional BCLAD Requirements

The Commission on Teacher Credentialing has authorized the BCLAD certificate to better meet the growing demand for teachers who possess expertise to teach in culturally and linguistically diverse classrooms. This includes the CLAD courses and test 5-6 from the State.

The BCLAD 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.

Teacher may obtain bilingual supplementary authorization by two options:

1. Taking Test 1 – 6
2. Taking the four CLAD courses, and passing the following:
 - Test 4
 - Test 5 – The Culture of Emphasis
or
EDU 510 -Latino Culture
 - Test 6 – The Language of Emphasis

The Translation and Interpretation Certificate Program

Mission

The mission of the 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

- 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 pursue 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

ADMISSION REQUIREMENTS

- High School diploma or GED equivalent.
- Must speak, read, and write Spanish and English fluently.
- Personal interview with program head.
- Take Spanish/English placement exams.

COURSEWORK

THREE REQUIRED COURSES

- T&I 201 Intensive Grammar 3 units
- T&I 301 Sociocultural Foundation of Language 3 units
- T&I 302 Theory & Techniques for T&I 3 units

FOUR ELECTIVES COURSES AMONG 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 Interpretation 3 units

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

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

Pre-requisite: None

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 managerial and strategic success. Concepts 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. Enhanced study of a model company: Motor Sports International.

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 325 **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 331 **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 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**
Principle 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 manager. 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 dividend policy. Techniques of financial analysis are introduced.

Pre-requisites: BUS 101 and BUS 360

BUS 450 **3 units**
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 multi-disciplinary techniques to diagnose and recommend actions.

Pre-requisite: Senior Standing

BUS 476 **3 units**
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 **3 units**
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** **3 units**

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

BUS 499 **Supervised Business Practicum (Capstone Course)** **4 units**

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.

Pre-requisite: Senior Standing

Chemistry

CHE 130 **Chemistry** **3 units**

Fundamentals of elementary chemistry. Includes nature and characterization of matter, chemical changes, formulas, gas laws, concept of the mole, solution and ionic equilibrium reactions, atomic structure and chemical bonding.

Pre-requisite: High School Chemistry or MAT 100

CHE 150A **General Chemistry for Scientists & Engineers I** **5 units**

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 **General Chemistry for Scientists and Engineers II** **4 units**

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

Child Development

CD 100 **Child Growth and Development** **3 units**

This course focuses on the study of psychological growth and development from the prenatal stages to adolescence. It emphasizes the process through which children move forward physical, mental, social and emotional maturity, and the roles that their culture and natural learning environments play in their continuing development. The impact of cultural/ethnic variations 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** **3 units**

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 351 **Cultural Dimensions Related to Child Development** **3 units**

This course examines the concept of culture, its components and dimensions, and its implications for the education of students in a diverse society. These concepts 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 **Cognitive and Language Development** **3 units**

Examination of the development of language and its relationship to school learning, cognitive development and social development. Both linguistic and communication

competence are included. Specific attention will be given to second language acquisition and principles underlying effective instruction for linguistically diverse children. Students will have practical experience in collecting and analyzing children's language learning in educational settings.

Pre-requisite: Upper Division Standing

CD 453 3 units
Research in Child Development

The course is an introduction to research methods used to understand child development. Content includes framework and methodology of research, concepts associated with experimental, co-relational, ethnographic and qualitative designs, various techniques used to collect data, and basic statistical concepts. Emphasis will be placed on developing skills needed to locate, understand, critique, and report research findings. Students also will conduct and present a research project.

Pre-requisites: Senior Standing

CD 454 3 units
Practicum in Early Childhood Education II

This course combines field experience in various types of early childhood programs with a seminar approach relating theory and research practice. It focuses on developing reflective practitioners who become more aware of their own teaching styles in relation to curriculum planning and children's group and individual needs. The course will emphasize planning and implementation of activities and physical, social, emotional, and cognitive development of the child.

(1 lecture unit and 2 practicum units)

Pre-requisites: 15 units in Child Development Emphasis and Senior Standing

Computer Science/Information Systems

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 3 units
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 3 units
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 3 units
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 3 units
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 3 units
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 **3 units**
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 other fundamental networking basics 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 **3 units**
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 **3 units**
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. Configuration of hosts and access to internetworks using TCP/IP protocols. FTP, TELNET, HTTP, NFS, Gopher, Netscape, WWW and other TCP/IP services are covered.

(2 lecture units and 1 lab unit)

Pre-requisite: CS 110

CS 220 **4 units**
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

Installing operating systems on a server. Configuring a server. Introduction to Active Directory and account management. Configuring, managing and troubleshooting resource access. Configuring server printing. Configuring and managing data storage. Managing server network services. Students will use the management and administrative tools available with current NOS. Configuring Remote Access Services. Securing a server. Managing system reliability and availability.

(2 lecture units and 1 lab unit)

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-requisites: 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

CS 490A **3 units**
Computer Information Systems Internship

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

Education

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 design 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: Upper Division Standing

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 510 **3 units**
Latino Culture

Focuses on major historical experiences of the various Latino groups in the United States, covering the pre-Columbian period, the conquest, Colonial period, War of Independence and contemporary life in the United States. Emphasis on cultural commonalities, demographics, immigration, educational patterns and general relationships among Latinos and the majority culture.

EDU 511 **3 units**
Educational Sociology

Systematic analysis of the effect of culture, values, language, class, sex, and ethnicity on children in the elementary classroom. Issues related to political control of education, philosophy and history, and comparative education.

EDU 512 **3 units**
Educational Psychology

Systematic analysis of psychological viewpoints, stages of growth and development, learning processes, and evaluation. Emphasis upon developing a consistent teaching theory based upon psychology, age level characteristics, race, ethnicity and social class differences.

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, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations will be shared in a seminar setting. (This course is best taken with EDU 514 although it is not mandatory.)

EDU 520 **3 units**
Second Language Learners

This course focuses on theories and factors in first and second language acquisition and English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors that affect first and second language development in a multicultural setting. The course prepares teacher credential candidates to achieve knowledge about language learning issues required for teaching culturally and linguistically diverse learners in California. In addition, students will explore and develop instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings. Fieldwork observation is included.

EDU 522 **2 units**
Methods: Science Curriculum and Instruction

This course is designed to provide a comprehensive overview of the State Content Standards and State Framework. It addresses the objectives, skills, concepts, experiments, materials, and methods necessary to teach science to elementary school children. This course focuses on instructional methods, techniques, materials, lesson planning, curriculum development, organization and assessment in science.

EDU 524 **6 units**
Secondary Content Methods: Curriculum and Instruction

This Curriculum and Instruction Course utilizes observations in public school settings and participation in university classroom activities. Candidates will demonstrate an understanding of their chosen content area and will leave this course with a deep knowledge of the California State Content Standards and Frameworks. Candidates will deliver lessons derived from state standards using a variety of instructional strategies appropriate to the lesson and learner. Pedagogical knowledge, concepts of learning, standards based curricular content, use of materials, including technology, instructional planning, organization, lesson delivery and student assessment will be demonstrated by candidates within and across major subdivisions of the subject.

Pre-requisites: Subject Matter Competency

EDU 525 **3 units**
Methods: Math and Science Curriculum and Instruction in Elementary Classroom

This course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. Emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integrate Math and Science across the curriculum to provide access to all students to the core curriculum.

EDU 527 **2 units**
Methods: Mathematics Curriculum and Instruction

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**
MS 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 530a **6 units**
Single Subject (SS) 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 530a 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.

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 537 **2 units**
EDL/SDAIE Methods

This course is designed for beginning teachers to learn effective methods and classroom strategies that foster English Language Development in their lesson planning, adaptation, and delivery. Methodologies of especially designed academic instruction (SDAIE) and techniques for instruction are covered throughout the course.

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 **Curriculum Materials and Technology** **3 units**

This course covers more advanced use of personal computers with applications to the classroom. It includes the use of collaborative computer tools for communication purposes, development and understanding of assessment practices, use of software and programs for teaching purposes, and development of lesson plans using computer-based activities and use online software for web design strategies.

Pre-requisite: Preliminary Credential

EDU 555 **Student Teaching** **4 units**

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 **Creating a Healthy Classroom** **2 units**

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 **Inclusive Classroom** **2 units**

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 **Advanced Teaching for English Language Learners** **3 units**

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 **Introduction to Engineering** **3 units**

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 **Engineering Mechanics – Statics** **2 units**

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 **Introduction to Materials** **3 units**

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 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: English Placement Test

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

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 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 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 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 **Advanced Multicultural Relations** **3 units**
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

Geography

GEO 100 **Introduction to Earth Science** **3 units**
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 **Physical Geography** **3 units**
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 **Cultural Geography** **3 units**
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

HIS 100 **U.S. History I** **3 units**
This course is a survey of the political and social development of the United States through the Civil War. Multicultural and gender perspectives and issues are incorporated throughout the course. (This course, when combined with credit for History 201, satisfies the requirement in U.S. History, U.S. Constitution, California State and Local Government). GE Area D2
Pre-requisite: None

HIS 201 **U.S. History II** **3 units**
This course is a survey of the political and social development of the United States from Reconstruction to the present.

Multicultural and gender perspectives and issues are incorporated throughout 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

Pre-requisite: None

HIS 313 **California History** **3 units**
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.
Pre-requisite: Upper Division Standing

HIS 314 **World History I** **3 units**
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 to 1650. Upper Division GE Area III
Pre-requisite: Upper Division Standing

HIS 414 **World History II** **3 units**
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.
Pre-requisite: Upper Division Standing

Information Competency

INF 100 **Information Literacy** **1 unit**
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.
Pre-requisite: None

Linguistics

LIN 406 **Comparative Linguistics** **3 units**
Compare and contrast language systems - phonology, morphology, structure and syntax - with English. Includes major languages spoken in California schools.
Pre-requisite: Upper Division Standing

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, satisfactory score on the Math Assessment Test

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 in numerical and analytical trigonometry is design to prepare the student for the level of trigonometry and advanced algebraic concepts necessary for calculus. Study will be made of trigonometry functions, trigonometric graphing, trigonometric identities, trigonometric equations and laws, vectors and complex numbers, conic sections, sequences and series, and mathematical induction and the binomial theorem.

Pre-requisite: Satisfactory score on Math Assessment Test, 2 years of high school algebra, and 1 year high school geometry; or MAT 100

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 semester 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 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 122 **4 units**
Calculus and Analytic Geometry III

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 **3 units**
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 **4 units**
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 **3 units**
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 **1.5 units**
Music
Survey of great works of music. Practical experience in use of simple instruments: percussion and tonal instruments, flutophone, song flute and recorder.
Pre-requisite: None

Philosophy

PHL 100 **3 units**
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 **3 units**
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.
Pre-requisite: None

PHL 300 **3 units**
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 **3 units**
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.
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-requisite: Proficiency in High School Physics or PHY 120; MAT 120 (can be taken concurrently) or equivalents

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-requisite: 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-requisite: PHY 150C, MAT 121 (may be taken concurrently)

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

Introduction to the social, psychological and educational

problems of exceptional persons. Includes persons with mental, emotional, sensory, motor, multiple handicaps and gifted children.

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

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 Special Topics

1-3 units

Students who wish to research an area of study that is not included in the curriculum may petition for a special project within their respective department. Students will complete the Special Topics form and meet with an instructor to plan the content. The Chair of their Department must sign the form. Students may not register for more than two (2) Special projects per academic career.

Pre-requisite: Consent of instructor

Speech

SPC 100 Public Speaking

3 units

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 Argumentation and Advocacy of World Issues

3 units

This course investigates and applies principles of argumentation to understanding theoretical models of argument and critical thinking, as well as being able to apply communication contexts. 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-requisite: SPC 100, PHL 200 or ENG 201

Translation & Interpretation Studies

T&I 201 Intensive Grammar for T&I

3 units

This course is an intensive review of the structure and function of the elements of Spanish and English grammar, from a translation/interpretation perspective. The course studies articles, nouns and pronouns adjectives, adverbs, verbs tenses, prepositions and conjunctions from a Spanish/English comparative standpoint and context unique to the translator/interpreter, rules for forming new words, and of

ortografía (spelling, punctuation, and accents; and basic sentence structure).

Pre-requisite: Consent of coordinator

T&I 301 Socio-Cultural Foundation of Language in Translation

3 units

An examination of the link between linguistic and cultural factors, and its importance to the interpretation and translation task. Course will cover: (a) cultural issues in translation (compromise and compensation); (b) formal properties of texts: Phonic/graphic and prosodic; grammatical and lexical; sentential, inter-sentential and intertextual; (c) literal and connotative meaning; and (d) social and tonal registers.

Pre-requisite: T&I 201 or consent of coordinator

T&I 302 Theory and Techniques in Translation and Interpretation

3 units

An exploration of translation and interpretation theories and basic techniques available to the translator and interpreter. Course will cover principles of fidelity. Comprehension models of interpretation and translation, sequential model of translation, knowledge acquisition, efforts model, techniques to cope with simultaneous interpretation and conference interpreting.

Pre-requisite: T&I 301 or consent of coordinator

T&I 314 Technical Translation/Terminology: Banking, Commerce and Finance

3 units

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 Technical Translation/Terminology: Political, Government & International Relations

3 units

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 Spanish Medical Terminology: Anatomy and Physiology

3 units

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.

Pre-requisite: None

University Administrators

President

David Lopez, Ed.D. Curriculum and Instruction, New Mexico State University, Las Cruces

Vice President of Finance Administration

H. Michael Ramirez, M.B.A. University of California, Berkeley

Finance and Facilities Director

Francisco Fuentes, M.A. Political Science, University of the East, Philippines

Interim Provost

Adriana Ayala, M.A. History, University of Texas, Austin

Academic Advisor

Robert Segura, Ed.D. Curriculum and Instruction, Washington State University

Chair for Business Department

Judy Clemons, M.B.A. Business Management, West Virginia University

Chair for General Education

Michael Mooney M.A.

Chair for Liberal Studies Department

Carlos Navarro, Ph.D.

Chair, Teacher Education

Neva Hofemann, M.A. Curriculum and Instruction, University of San Francisco

Director for Translation and Interpretation Program

George Guim, Ed.D. Organization and Leadership, University of San Francisco

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

IT Manager

Tu To, B.S. Electrical Engineering, San Jose State University

Director of El Nuevo Mundo

Blanca Mosca-Carreon, M.A. International Education, Holy Names College

Superintendent of Charter High School (LCPA)

Raul Villagomez, M.A. Education, University of San Francisco

Principal, Latino College Preparatory Academy

Jesse M. Barajas, M.A. Education, United States International 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

Takeo Kubo, B.A. Math, San Jose State University

Director of Grants and Contracts for Mathematics, Science and Technology Initiatives

David Johnson, Ph.D. Social Psychology, Stanford University

Director of Community Relations

Roberto Cruz II, B.A. History, University of California Davis

Full Time Faculty

Ayala, Adriana (2001)

History & Ethnic Studies
B.A. UC Berkeley – History and Ethnic Studies 1991
M.A. UT Austin – History 1996

Cordero, Jennifer (2004)

Mathematics
B.S., Princeton University – Mechanical Engineering, 1993
M.S., Iowa State University – Business, 1999

Cruz, William (2002)

Science
B.A. National University of Education – Technology 1980
M.A. University of N. Iowa – Technology 1985

Garcia, Julio (1997)

Computer Science
B.A. National University of Education – Technology 1965
M.A. University of N. Iowa – Technology 1975
Ph.D. University of N. Iowa – Industrial Technology 1988

Guim, George (1997)

Business, Economics, Teacher Education, Dance, Translation
& Interpretation
B.A. University of San Francisco – Economics 1978
M.A. University of San Francisco – Economics 1983
M.S. University of San Francisco – Environment Mgt. 1986
M.A. Stanford – Education 1996
Ed.D. University of San Francisco – Organization and
Leadership 2001

Hess, Kathleen (2002)

Teacher Education
B.S. E Michigan University – English/Education 1967
M.A. University of Michigan – Reading/Psych/Soc 1970
Ed.D. University of San Francisco – Organizational Leadership
1994

Hofemann, Neva (1998)

Teacher Education
B.A. SFSU – Education 1962
M.A. University of San Francisco – Curriculum and Instruction
1981

Jordan, Michael B. (2000)

Philosophy
B.A. CSU Chico – Philosophy 1997
M.A. SJSU – Philosophy 2000

Manning, Mary (2004)

Librarian
BA, University of Michigan, Political Science, 1971
MA, University of Minnesota, Art History, 1978
MA, University of Minnesota, Library Science, 1980

March, Sarah Kates(2001)

Speech & Communication Studies
B.A. Cal Poly, San Luis Obispo – Speech Communication,
1992
M.A. SJSU – Speech Communication, 2001

Menezes, Edirle (2004)

Child Development
BA, Federal University of Ceara (Brazil), Psychology, 1995
MA, Federal University of Pernambuco (Brazil), Educational
and Developmental Psychology, 1998
PhD, Clark University, Child Development, 2004

Mooney, Michael (1990)

English Composition & Literature
B.A. CSU Hayward – English Literature 1988
M.A. CSU Hayward – English Literature 1990

Navarro, Charles (1999)

Ethnic Studies & Political Science
B.A. CSU LA – Government 1968
M.A. UCLA – Political Science 1971
Ph.D. Claremont Graduate School – Government 1982

Renteria, Thomas (2002)

Computer Science
B.S. Santa Clara University – Engineering 1982
M.S. Golden Gate University – Telecommunications 1997

Rizzo, Jesse (2002)

Teacher Education
B.A. SJSU – Liberal Studies 1972
M.A. SJSU – Elementary Administration and
Supervision, 1975
C.A. Teaching Credential, SJSU, 1973
C.A. Administrative Credential, SJSU, 1975

Rodgers, Christopher S. (2001)

Business Administration
B.S. SJSU – Business/Finance 1985
M.B.A. University of Phoenix – General 1991

Rosenberg, Roger E. (1999)

Teacher Education & History

B.A. UC Berkeley – History 1971

M.A. SJSU – US History 1979

Ph.D. UC Santa Barbara – US History 1982

Shamshayooadeh, George (2001)

English Composition & Literature

B.A. Islamic Free University – English Literature 1991

M.A. Islamic Free University – English Literature 1994

Suarès, Valérie (2002)

Teacher Education

B.A. University of London – Education 1981

M.A. SJSU – Instructional Technologies 1991

Teaching Credential, SJSU – Vocational Education 2004

Vecellio, Shawn D. (2002)

Teacher Education

B.S. Elmira College – Math Education 1991

M.S. Elmira College – General Ed. 1992

Ph.D. State University of New York at Buffalo – Social Foundations of Education, 2000

Adjunct Faculty

Abrica, Ruben (1997)

Teacher Education
B.A. Occidental College – Spanish/Latin 1972
M.A. Stanford University – Education 1978

Barnes, Frank (2005)

Art
BA, San Jose State University, Art History, 1986
MA, San Jose State University, Art History, 1991

Battiato, Cheryl (2001)

Art
B.F.A. SJSU – Pictorial Studio Art 1997
M.F.A. SJSU – Pictorial Studio Art 2000

Bihari, Amitabh (2001)

Computer Science
B.S. GOV'T College of Engineering – Chemical ENG 1998
M.S. W Michigan University – Computer Science 2001

Bronson, Stella (2001)

Teacher Education
B.A. SFSU – Elementary Education 1963
M.A. SJSU – Administration 1973

Christen, Oliver (1999)

Geology
B.S. UC Davis – Geology 1990
M.S. CSU Fresno – Geology 1995

Chudova, Varvara (2005)

Mathematics
MS, Moscow State Lomonosov University (Russia),
Mathematics, 1970
PhD, Moscow State Lomonosov University (Russia), Physical
and Mathematical Sciences, 1984

Clemons, Judy (1998)

Business Administration
AS, Bluefield State College – BUS/Marketing 1994
B.A. Bluefield State College – Business 1996
M.B.A. W. Virginia University – Business 1999

Cortez, Christina (2003)

Mexican-American Studies
B.A. NHU – Liberal Studies 2000
M.A. SJSU – Mexican American Studies 2002

Davis, Janet (2005)

Art & Computer Science
BA, Masters' College, Christian Education, 1982
MA, San Jose State University, Instructional Technology, 1985

Dickerson, Marcela F. (2000)

Translation & Interpretation
B.A. EATRI – Interpreter 1979
B.S. University of Chile – Occupational Therapy 1970

Dimas, Michelle (2002)

Teacher Education
B.A. SJSU – Liberal Studies 1983
M.A. SJSU – Education 1988

Dodge, Arlene (2003)

Teacher Education
B.A. SJSU – History 1993
Credential, SJSU – Teacher, single subject 2000
M.A. SJSU – Information Technology 2003

Espinoza, John (2005)

English
BA, University of California, Riverside, Sociology, 2000
BA, University of California, Riverside, Creative Writing, 2000
MFA, Arizona State University, Creative Writing, 2004

Forcht, Michael (2002)

Business Administration
B.A. Antioch College – Psychology 1979
M.B.A. SJSU – Business Administration 1990
Ed.D. University of San Francisco – Education 2002

Franks, Joel (2005)

History
BA & MA, San Jose State University, History, 1971, 1972
PhD, University of California, Irvine, Comparative Culture,
1983

Gaspay, Manuel (2002)

Business Administration
B.S.G.E. University of the Philippines – B.S.G.E. 1972
M.A. Stanford – Economics 1993
Ph.D. Dev. Economics Stanford 1993

Ghori, Abdul (2002)

Mathematics

B.S. Kabul University – Biochemistry 1971

M.S. Appalachian State University – Mathematics 1979

Ph.D. Clayton University – Mathematics 1985

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Business Administration

B.S. University of S.F. – Organizational Behavior 1992

MH.R.O.D. University of S.F. – HR & Org Dev 1995

Ed.D. University of S.F. – Organization & Leadership 2001

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Teacher Education & Child Development

A.A. SJSU – Social Science 1980

M.S. National University – Teaching /Special ED. 1996

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B.A. SJSU – Home Economics/Childhood Education 1981

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B.A. SJSU – History 1991

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BE, San Francisco State University, Geography, 1990

MA, Santa Clara University, Counseling, 1999

EdD, University of Phoenix, Education, in process

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Computer Science

B.S. Stanford - Computer, 1999

M.A. Stanford – Education, 2002

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Spanish

B.S. College of Notre Dame – Behavioral Science 1984

M.A. SJSU – Spanish 1987

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Ethnic Studies & History

BA, Southern Illinois University, Edwardsville, Anthropology, 1998

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Latimore, Robert (1999)

African-American Studies & Psychology

B.A. University of Detroit – Political Science 1975

J.D. Wayne State University – LAW 1980

M.A.C.P. College of Notre Dame – Counseling 1997

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Mathematics

BS, Cal Poly, San Luis Obispo, Electrical Engineering, 2001

Mandyam, Srinivasan (2003)

Computer Science & Mathematics

B.S. PES, College of Energy – Electronics, 1972

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Ph.D. I.I.Sc Banagbe, India – Computer Science, 1991

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BA, University of South Alabama, Spanish, 1996

MA, University of St, Louis, Spanish, 1998

PhD, University of Oklahoma, Spanish, in process

Mulholland, Mary (2002)

Teacher Education

B.S. University of Missouri – Education 1981

M.A. SJSU – Educational Administration 1990

Nguyen, Ninh D. (2001)

Economics

B.A. SJSU – Economics 1999

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Ph.D. Capella University – Business 2003

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English Composition and Literature

M.A. English – Mills College 2003

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BA, University of California, Irvine, Psychology, 1992

EdM, Washington State University, Pullman, Education and Counseling Psychology, 1994

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BA, California State University, Stanislaus, Biological Sciences, 1995

MA, California State University, Hayward, Biological Sciences, 2000

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Biology & Spanish

B.S. Universidad Autonoma de Baja California Sur, Biological Science, 1985

M.S. SJSU – Biological Science, 1996

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Mathematics

B., Fresno State University – Math (2000)

M.S. – Student, SJSU – Math (Currently Enrolled)

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Business Administration

B.A. Metropolitan University in Venezuela – Systems

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M.A. Stanford – Political Science 2002

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Latin American Studies

B.A. Occidental College – Spanish/Environ Studies, 1998

M.A. UC Santa Barbara – Latin American Studies, 2003

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B.A. University of Belgrade – Linguistics 1990

M.A. University of Illinois – SLAVIC Linguistics 1993

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Teacher Education

A.A.S. Sinclair Community College – Early Childhood Ed
1983

B.S. Ed. Wright State University – Elementary Education 1977

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Dance & Music

B.A. College of Wooster – Philosophy 2000

M.F.A. Mills College – Choreography 2002

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Teacher Education

B.A. Mathematics

MA, Santa Clara University 2003

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