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Preamble

NOTE ABOUT THE CATALOG AND POLICY CHANGES:

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

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

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

NHU reserves the rights to add, amend, or repeal any of its regulations, rules, resolutions, policies, and procedures, in whole or in part, at any time. None shall be construed as, operate as, or have the effects of, an abridgment or limitation of any NHU rights, power, or privileges. In addition, NHU reserves the right to revise programs in accordance with sound academic standards and requirements.
THE National Hispanic University Location
   14271 Story Road
   San Jose, California 95127-3823
   (408) 254-6900

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

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

From Highways 280 or 680:
   1. Take the CAPITOL EXPRESSWAY exit
   2. Continue on EAST CAPITOL EXPRESSWAY
   3. Turn Left on STORY RD
   4. After the STORY/WHITE RD intersection, NHU will be on the left-hand side
   5. Arrive at 14271 STORY RD, SAN JOSE
Campus Map

The National Hispanic University

CAMPUS DIRECTORY

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## A Quick Reference Guide to NHU Departments and Services

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Academic Calendar

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

Undergraduate and Teacher Education Fall 2012 Semester

- Teacher Education Module 1 Begins ................................................................. August 13, 2012
- Translation & Interpretation Module 1 Begins ................................................ August 13, 2012
- Undergrad Fall Semester Begins ................................................................. August 27, 2012
- Undergrad Fast Track 1 Begins ................................................................ August 27, 2012
- Labor Day, NHU Closed ................................................................................ September 3, 2012
- Teacher Education Module 1 Ends .............................................................. September 23, 2012
- Translation & Interpretation Module 1 Ends ................................................. September 23, 2012
- Teacher Education Module 2 Begins ............................................................. September 24, 2012
- Translation & Interpretation Module 2 Begins ................................................. September 24, 2012
- Undergrad Fast Track 1 Ends ................................................................. October 21, 2012
- Undergrad Fast Track 2 Begins ................................................................ October 22, 2012
- Teacher Education Module 2 Ends .............................................................. November 4, 2012
- Translation & Interpretation Module 2 Ends ................................................ November 4, 2012
- Teacher Education Module 3 Begins ............................................................. November 5, 2012
- Translation & Interpretation Module 3 Begins ................................................. November 5, 2012
- Thanksgiving Holiday, NHU Closed .............................................................. November 22 & 23, 2012
- Undergrad Fall Semester Ends ................................................................. December 16, 2012
- Teacher Education Module 3 Ends .............................................................. December 16, 2012
- Translation & Interpretation Module 3 Ends ................................................. December 16, 2012
- Christmas Eve Observed, NHU Closed ........................................................ December 24, 2012
- Christmas Day Observed, NHU Closed .................................................... December 25, 2012
- New Year’s Eve Observed, NHU Closed ...................................................... December 31, 2012

Undergraduate and Teacher Education Spring 2013 Semester

- Undergrad Fast Track 1 Begins ................................................................. January 7, 2013
- Teacher Education Module 1 Begins ............................................................. January 7, 2013
- Translation & Interpretation Module 1 Begins ................................................. January 7, 2013
- Teacher Education Module 1 Ends .............................................................. February 17, 2013
- Translation & Interpretation Module 1 Ends ................................................. February 17, 2013
- Teacher Education Module 2 Begins ............................................................. February 18, 2013
- Translation & Interpretation Module 2 Begins ................................................. February 18, 2013
Undergrad Fast Track 1 Ends ........................................................................................ March 3, 2013
Undergrad Fast Track 2 Begins .................................................................................. March 4, 2013
Teacher Education Module 2 Ends ........................................................................... March 31, 2013
Translation & Interpretation Module 2 Ends .............................................................. March 31, 2013
Teacher Education Module 3 Begins ........................................................................ April 1, 2013
Translation & Interpretation Module 3 Begins ............................................................ April 1, 2013
Undergrad Spring Semester Finals Week ................................................................. April 22-27, 2013
Undergrad Fast Track 2 Ends .................................................................................... April 28, 2013
Undergrad Spring Semester Ends ............................................................................ April 28, 2013
Teacher Education Module 3 Ends ............................................................................. May 12, 2013
Translation & Interpretation Module 3 Ends ................................................................. May 12, 2013

Undergraduate and Teacher Education Summer 2013 Semester
Undergrad Summer Semester Begins ........................................................................ May 6, 2013
Undergrad Fast Track 1 Begins .................................................................................. May 6, 2013
Teacher Education Module 1 Begins ......................................................................... May 20, 2013
Translation & Interpretation Module 1 Begins ............................................................ May 20, 2013
Teacher Education Module 1 Ends ........................................................................... June 30, 2013
Translation & Interpretation Module 1 Ends ............................................................... June 30, 2013
Undergrad Fast Track 1 Ends .................................................................................... June 30, 2013
Teacher Education Module 2 Begins ......................................................................... July 1, 2013
Translation & Interpretation Module 2 Begins ............................................................ July 1, 2013
Undergrad Fast Track 2 Begins .................................................................................. July 1, 2013
Teacher Education Module 2 Ends ........................................................................... August 11, 2013
Translation & Interpretation Module 2 Ends ............................................................... August 11, 2013
Undergrad Summer Semester Finals Week ............................................................. April 19-24, 2013
Undergrad Fast Track 2 Ends .................................................................................... August 25, 2013
Undergrad Summer Semester Ends ........................................................................... August 25, 2013
Undergraduate and Teacher Education Fall 2013 Semester

- Teacher Education Module 1 Begins ................................................................. August 19, 2013
- Translation & Interpretation Module 1 Begins .................................................. August 19, 2013
- Undergrad Fall Semester Begins ................................................................. September 3, 2013
- Undergrad Fast Track 1 Begins ................................................................. September 3, 2013
- Teacher Education Module 1 Ends ................................................................. September 29, 2013
- Translation & Interpretation Module 1 Ends .................................................. September 29, 2013
- Teacher Education Module 2 Begins ................................................................. September 30, 2013
- Translation & Interpretation Module 2 Begins .................................................. September 30, 2013
- Undergrad Fast Track 1 Ends ................................................................. October 27, 2013
- Undergrad Fast Track 2 Begins ................................................................. October 28, 2013
- Teacher Education Module 2 Ends ................................................................. November 10, 2013
- Translation & Interpretation Module 2 Ends .................................................. November 10, 2013
- Teacher Education Module 3 Begins ................................................................. November 11, 2013
- Translation & Interpretation Module 3 Begins .................................................. November 11, 2013
- Undergrad Fall Semester Finals Week .................................................. December 16-21, 2013
- Undergrad Fast Track 2 Ends ................................................................. December 22, 2013
- Undergrad Fall Semester Ends ................................................................. December 22, 2013
- Teacher Education Module 3 Ends ................................................................. December 22, 2013
- Translation & Interpretation Module 3 Ends .................................................. December 22, 2013
A Message from the President

The National Hispanic University (NHU) was founded on the mission of providing access to quality higher education to Hispanics and others. For the past 30 years, we have been guided by principles that embrace diversity and encourage multiple perspectives. At the heart of this very special learning community are you, our students.

It’s our goal to provide you with an engaging student experience that is grounded in cultural respect and focused on the power of Familia™. This means that you can benefit from the experience and support of talented faculty members and dedicated staff who are here to help you at every step in your academic journey.

Whether you are a new or returning student, you can be proud to be a part of this unique educational community. I encourage you to take an active role in your education by taking advantage of all the opportunities it will offer you and by becoming Familiar with this student publication, which outlines the program curricula and academic policies.

I wish you success in your pursuits and look forward to helping you reach your full potential as a college graduate. ¡Sí, se puede! Yes, we can!

Atentamente,

Dr. David P. Lopez
President
Mission
The National Hispanic University provides a post-secondary education for Hispanics and others grounded in cultural respect, biliteracy, and diversity for engaged students who will become local, national, and global community leaders.

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

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

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

The fundamental goal of NHU is to help students acquire a liberal arts based-education, to develop the competencies needed in their chosen professional field, and to gain the attitude of personal responsibility necessary to function effectively as a citizen in an increasingly complex and interdependent world.

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

**History**

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

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

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

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

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

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

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

In 2002, we were accredited by the Western Association of Schools and Colleges (WASC). The following year, Dr. David P. Lopez was named President of our university. He was named Hispanic-Net educator of the Year in 2005, and in 2006, Governor Arnold Schwarzenegger appointed him to serve on the State Board of Education.

In 2009, we established the Early University Program (EUP), designed to introduce high school students to the college experience. After joining the Laureate International Universities network in 2010, we began to add online courses, concentrations, and degree programs in education and business.

In 2012, we celebrated our 30th anniversary.
Institutional Recognition and Accreditations

NHU gained full institutional approval in 1985 as a four-year degree granting institution from the California State Department of Education, Private Post-Secondary Educational Division. 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 accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC); 985 Atlantic Avenue, #100 - Alameda, CA 94501 - (510) 748-9001, www.wascsenior.org.

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

University Facilities

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

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

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

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

University Educational Partnerships

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

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

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

The university-wide learning outcomes are:

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

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

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

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

General Admission Policies and Procedures

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

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

Undergraduate Admission Requirements

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

- Have graduated from a recognized secondary school, or
- Have passed the test of general education development (GED), or
- Possess the equivalent in formal education, or
- Have a minimum secondary school GPA from the last three years of study of 2.0 for first time freshman, or 2.0 GPA for transfer students (on a 4.0-point scale)

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

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

Candidates with less than 2.0 GPA may petition the Office of Admissions by writing a letter of appeal for consideration on a conditional low GPA admission (at the sole discretion of NHU) for the first semester of enrollment. Applicants admitted on a conditional low GPA must obtain a 2.0 or better in their first semester to continue. Failure to do so may be withdrawn from the university.

Notes:

- **Domestic Transcripts:** NHU accepts transcripts printed within 5 years, which should be enclosed in an envelope and sealed by the appropriate certifying institutional authority.
- **International Transcripts:** The appropriate institutional authority must certify transcripts and other admission documents. Students who have completed their studies abroad must submit their official documents to an approved foreign transcript evaluation agency to receive a report of equivalent United States college credits, diplomas, or degrees. If the documents are not in English, they must be accompanied by an official English translation. Information on approved agencies may be obtained from the Enrollment department.
Undergraduate Online Programs

- Candidates must transfer in a minimum of 24 transferable units that apply to their General Education and/or major requirements.
- Candidates must have a minimum GPA of 2.5. Students with less than 2.5 GPA may petition the Office of Admissions in writing for consideration on a conditional low GPA admission for the first semester or enrollment. Students admitted (at the sole discretion of NHU) on a conditional low GPA must obtain a 2.5 or better in their first semester to continue. Failure to do so may disqualify the student.
- Candidates must be admitted into one of NHU’s online degree programs (they cannot be admitted as an undeclared major student).
- Candidates must complete the NHU admission application for online programs and submit:
  - A $50.00 non-refundable application fee
  - Official transcript from each college attended
  - Goal Statement

Official Admission

A candidate is officially admitted once he/she submits an online application along with the required documents to their Enrollment Advisor as described in this section, and has received an acceptance letter from the Office of Admissions.

Candidates are notified in writing regarding their admission. The final responsibility for the fulfillment of all admission requirements lies with the candidate. When in doubt, candidates should consult with their Enrollment Advisor.

High School Equivalency Exam/State of California Proficiency Exam

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

Contingent Admission

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

- Completed NHU admission application
- $50.00 non-refundable application fee
- Sign a Contingent Admission Contract
- Copy of high school transcript and/or a copy of transcripts for all colleges attended, until official transcripts are received
- Goal Statement
- GPA petition letter (if applicable)
All missing items have to be provided within 60 days of the first semester in which the student enrolls. Candidates not complying with their contingent admission within the allowable timeframe may become administratively withdrawn from the university. In addition, a hold will prevent the student from registering for classes beyond the first period of enrollment, and NHU will not disburse pending federal financial aid funds until all official missing documents are received. Candidates dismissed must reapply for admission, submit all required documents, and pay all applicable fees. Candidates who have been contingently admitted and are dismissed are not eligible for contingent admission a second time.

High School Students

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

- Completed online NHU admission application
- Goal Statement
- Parent consent form
- Letter of recommendation

Freshman

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

Admission as a Transfer Student

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

Candidates 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.

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

Admission to the Teacher Credential Program

Candidates must meet 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 United States.

- An overall cumulative GPA of 3.0 (or higher) on a 4.0 scale in undergraduate studies. Candidates who do not meet this requirement must submit a petition letter to be considered for admission to
the credential program. Candidates may be admitted into the credential program on a conditional
low GPA status their first semester of enrollment. Failure to meet the 3.0 GPA requirement for
first semester of study may disqualify the student.

- Six units from other accredited institutions will be accepted toward the preliminary credential.
  Additional units may be accepted with the Chair’s approval only.
- Total passing scores on the California Basic Educational Skills Test (CBEST) of 123 with 37 or better
  on each of the sections.

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

- Completed online NHU admission application
- $50 non-refundable admission fee
- Official transcripts from all accredited colleges attended
- Two letters of recommendation
- Goal Statement
- Total passing scores on the California Basic Educational Skills Test (CBEST) of 123 with 37 or better
  on each of the sections. Those entering the Multiple Subject Credential Pathway have the
  following options to pass the CBEST Examination.
    - **Option #1**: CBEST Examination
    - **Option #2**: Pass all three subtests of the California Subject Examination for Teachers (CSET)
      Multiple Subject examination in addition to the CSET: Writing Skills Examination. The new
      CSET: Writing Skills test is part of a new option for credential candidates to meet the state
      basic skills requirement. This option is available only to candidates who are planning to earn
      a Multiple Subjects credential. Candidates who have already passed the CBEST do not need
      to take the CSET: Writing Skills Examination.

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

Candidates to the Bachelor of Arts (BA) in Liberal Studies, Education Concentration, must:

- Complete the online NHU application
- Submit a $50 non-refundable application
- Submit a Goal Statement
- Submit one letter of recommendation (Credential Program)
- Have a minimum GPA of 2.5. Students with less than 2.5 GPA may petition the Office of
  Admissions in writing for consideration on a conditional low GPA admission for the first semester
  of enrollment. Students admitted (at the sole discretion of NHU) on a conditional low GPA must
  obtain a 2.5 or better in their first semester to continue. Failure to do so may disqualify the
  student.
- Submit official transcripts from all colleges attended (if applicable)
- Pass Junior Writing Examination (requires junior standing)
- Complete interview and be recommended by Teacher Education Department
Note: Before declaring BA in Liberal Studies, Education Concentration as their major, candidates must:

- Complete the specific General Education coursework requirement (49 units)
- Have an overall cumulative GPA of 2.5 (or higher) on a 4.0-scale in their general education courses.
- Successfully complete the NHU Junior Writing Proficiency Exam and Fingerprint Clearance.

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

Candidates for the Teacher Credential Program/New Program must submit:

- Completed online NHU application
- $50 non-refundable application fee for inactive students only*
- Goal statement
- One letter of recommendation (Credential Program)
- Official transcripts for courses taken elsewhere after NHU (if applicable)
- Total passing scores on CBEST of 123 with 37 or better on each of the sections. Those entering the Multiple Subject Credential Pathway have the following options to pass the CBEST Examination.
  - **Option #1:** CBEST Examination
  - **Option #2:** Pass all three subtests of the CSET Multiple Subject examination in addition to the CSET: Writing Skills Examination. The new CSET: Writing Skills test is part of a new option for credential candidates to meet the state basic skills requirement. This option is available only to candidates who are planning to earn a Multiple Subjects credential. Candidates who have already passed the CBEST do not need to take the CSET: Writing Skills Examination.
  - An overall cumulative GPA of 3.0 (or higher) on a 4.0-scale in undergraduate studies. Students who do not meet this requirement must submit a petition letter to be considered for admission to the credential program. Students may be admitted (at NHU’s sole discretion) into the credential program on a conditional low GPA status their first semester of enrollment. Failure to meet the 3.0 GPA requirement for first semester of study may disqualify the student.

* For further information, refer to Readmission policy.

Change in CBEST Requirement in Admission Policy for Teacher Credential Program

In each program of credential preparation*, applicants for the fifth year credential program are required to take the CBEST (reference: Education Code Sections 44252 (f) and 44225 (n)). For admission to the program, candidates must show either proof of successfully completing the CBEST or show attempt to complete the CBEST. All teacher credential students must pass the CBEST before they can be recommended to CCTC for their credential.

* This does not include the Multiple Subject Integrated Credential Program.

Admission to the Master of Arts in Education

Candidates to the Master of Arts in Education (MAEd) must meet the following requirements:

- Bachelor’s degree from an accredited institution or a verified baccalaureate from an accredited foreign institution evaluated as comparable to United States.
- Teaching credential or one year of teaching experience. Candidates who do not meet this requirement must submit a letter of appeal to the Program Director to be considered for admission.

- Overall cumulative GPA of 2.5 (or higher) on a 4.0-scale in undergraduate studies. Candidates who do not meet this requirement must submit a petition letter to the Office of Admissions to be considered for admission. Students may be admitted on a conditional low GPA with less than a 2.5 GPA status in their first semester of enrollment.

Candidates must provide:

- Completed online NHU admission application
- $50 non-refundable admission fee
- Official transcripts from all colleges attended
- Two letters of recommendation addressed to NHU*
- Goal Statement (1-2 pages)

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

**Note:** Letters of recommendation cannot be from a family member.

**Admission to the Translation and Interpretation Certificate Program**

Candidates must submit the following:

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

Candidates must also meet the following requirements:

- Be fluent in both English and Spanish (able to speak, read, and write at advanced level), as determined by an NHU-administered Spanish assessment taken prior to admission into the program.
- Participate in an interview with the director of the program.
- Take placement examinations (English Accuplacer and translation English-Spanish and Spanish-English test).
Admission to the Clear, CTEL (CLAD), Bilingual Authorization Credential Programs and for Sojourn Credential Candidates

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

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

Admission of International Students

The admission of international students is pending Federal Approval.

Transferring Credits

*Transfer Maximum by Program*

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<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| AA in Business Administration | 52 lower-division transferable semester units or 78 lower-division transferable quarter units | - A maximum of 52 units may be transferred  
- Students must earn at least 15 units in residence at NHU |
| BA in Business Administration | 70 transferable semester units or 105 transferable quarter units                       | - A maximum of 70 transferable semester units earned in a community college or a 2-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable units  
- Students must meet the university’s residency requirement of 30 units at NHU  
- Students must complete a minimum of 45 upper division units  
- No transfer credit is accepted for the following courses:  
  - BUS 400 Business Policy Capstone |
| AS in Computer Networking    | 62 lower-division transferable semester units or 93 lower-division transferable quarter units | - A maximum of 62 units may be transferred  
- Students must earn at least 15 units in residence at NHU |
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<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| BS in Computer Information Systems     | 70 transferable semester units or 105 transferable quarter units | ▪ A maximum of 70 transferable semester units earned in a community college or a 2-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable units  
▪ Students must meet the university’s residency requirement of 30 units at NHU  
▪ Students must complete a minimum of 45 upper division units  
▪ No transfer credit is accepted for the following courses:  
  - CS 234 Computing and Society  
  - CS 238 Requirement Analysis  
  - CS 246 Computer Security Fundamentals  
  - CS 304 Human Computer Interaction  
  - CS 312 Software Frameworks  
  - CS 420 Quality Management Standards for IT  
  - CS 424 Business Architecture and Process  
  - CS 426 IT Service Management  
  - CS 490B Computer Information System Senior Project |
| AA in Child Development                | 54 lower-division transferable semester units or 81 lower-division transferable quarter units | ▪ A maximum of 54 units may be transferred  
▪ Students must earn at least 15 units in residence at NHU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| BA in Child Development                | 70 transferable semester units or 105 transferable quarter units | ▪ A maximum of 70 transferable semester units earned in a community college or a 2-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable units  
▪ Students must meet the university’s residency requirement of 30 units at NHU  
▪ Students must complete a minimum of 45 upper division units  
▪ No transfer credit is accepted for the following courses:  
  - CD 434 Literacy Development in Second Language Learners  
  - CD 435 Autism Spectrum Disorders  
  - CD 436 Social-Cultural Issues in Bi-Literacy Education  
  - CD 440 Appropriate Practices Across Curriculum Through Pedagogy  
  - CD 442 Methods for Second Language Learners  
  - CD 454 Practicum in Early Childhood Education II  
  - CD 457 Observation and Assessment of Differently-Abled Young Children  
  - EDU 300 Liberal Studies Gateway Experience  
  - ETH 300 Latino Culture in the United States  
  - EDU 100 Technology Essentials |
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<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| MA in Education (Teaching and Learning Concentration) | 12 replaced with 6 transferable semester units or 18 replaced with 9 transferable quarter units | ▪ A maximum of 12 units may be transferred  
▪ Students must earn at least 18 units in residence at NHU |
| AA in Liberal Studies                      | 53 lower-division transferable semester units or 79.5 lower-division transferable quarter units | ▪ A maximum of 53 units may be transferred  
▪ Students must earn at least 15 units in residence at NHU |
| BA in Liberal Studies (Credential Option)   | 70 transferable semester units or 105 transferable quarter units                           | ▪ A maximum of 70 transferable semester units earned in a community college or a 2-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable units  
▪ Students must meet the university’s residency requirement of 30 units at NHU  
▪ Students must complete a minimum of 45 upper division units  
▪ No transfer credit is accepted for the following courses:  
  - EDU 300 Liberal Studies Gateway Experience  
  - ETH 400 Gender, Race, and Culture in American Society  
  - LS 200 Service Learning  
  - LS 300 Liberal Studies Gateway Experience General Option |
| BA in Liberal Studies (General Option)      | 70 transferable semester units or 105 transferable quarter units                           | ▪ A maximum of 70 transferable semester units earned in a community college or a 2-year college and 90 transferable semester units earned from a university or a 4-year college are accepted as transferable units  
▪ Students must meet the university’s residency requirement of 30 units at NHU  
▪ Students must complete a minimum of 45 upper division units  
▪ No transfer credit is accepted for the following courses:  
  - EDU 300 Liberal Studies Gateway Experience  
  - ETH 400 Gender, Race, and Culture in American Society  
  - LS 200 Service Learning  
  - LS 300 Liberal Studies Gateway Experience General Option |
| BA in Liberal Studies, Education Concentration | 55 transferable semester units or 82.5 transferable quarter units                          | ▪ A maximum of 49 units of General Education units  
▪ A maximum of 6 units of courses in major  
▪ General Education coursework transferred into the program must have a 2.5 GPA or higher  
▪ Courses in major transferred into the program must be equivalent to 3.0 GPA or higher |
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<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
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| AS in Mathematics and Science                | 55 lower-division transferable semester units or 82.5 lower-division transferable quarter units | • A maximum of 55 units may be transferred  
• Students must earn at least 15 units in residence at NHU |
| AS in Mathematics and Science with Engineering Concentration | 55 lower-division transferable semester units or 82.5 lower-division transferable quarter units | • A maximum of 55 units may be transferred  
• Students must earn at least 15 units in residence at NHU |
| Translation & Interpretation Certificate     | No transfer of credit is allowed for this certificate       | • A maximum of 0 units may be transferred  
• Students must earn at least 21 units in residence at NHU |
| Teacher Credential                           | Depends on each credential                                  | • Six units from other accredited institutions will be accepted toward the preliminary credential. Additional units may be accepted with the Chair’s approval only.  
• Computer Technology for Teacher Education  
  - NHU grants credit toward its undergraduate programs to students who have successfully completed the CSET: Preliminary Educational Technology. A student who presents a score of PASS may be granted credit for the Teacher Education Credential technology course.  
• Students entering the preliminary multiple subject credential after successfully completing NHU’s BA in Liberal Studies, Education program will be able to transfer the following 11 courses:  
  - EDU 508 Educational Foundations  
  - EDU 514 Effective Teaching and Learning  
  - EDU 515 Cultural Diversity in the Classroom  
  - EDU 516 Classroom Field Experiences and Seminar  
  - EDU 520 Second Language Learners  
  - EDU 522 Methods: Science Curriculum and Instruction  
  - EDU 529 Methods: History Social Science Curriculum and Instruction  
  - EDU 530 Language Arts, Reading Curriculum and Instruction (Subject Matter Competency required)  
  - EDU 531 Computer Technology for Teaching/Learning 1  
  - EDU 550 Teaching Health Education  
  - EDU 551 Inclusive Educational Technology |
Credits from Other Colleges and Universities

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

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

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

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

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

Credit for Undergraduate Work

Credit for undergraduate work completed at other institutions may be accepted in partial fulfillment of the requirements for degrees at NHU. The work must be of acceptable quality (i.e., courses with a passing grade of Credit, Pass, Satisfactory, or “C-” or better). Coursework that is reviewed for transfer of credit must be:

- Earned and recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education at the time the course was completed, or from an appropriately accredited non-US institution.
- Considered to satisfy requirements within one of the following academic components which comprise NHU’s undergraduate plan of study: general education, program-related (core or elective), or general electives.
- Classes that are 65% comparable in nature, content, and level of credit to the corresponding NHU course or with content considered to enhance the student’s NHU education.
- Courses completed at a community college or a two-year college may be granted for lower-division credit, but cannot be used to meet NHU’s Upper Division credit requirement.

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

Credit for Post-Baccalaureate Work

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

- Earned and recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the CHEA or the US
Department of Education at the time the course was completed, or from an appropriately accredited non-US institution.

- Considered to satisfy requirements within one of the following academic components which comprise NHU's plan of study: Teacher Education Program or Master of Arts in Education Program.

- Courses should be 65% comparable in nature, content, and level of credit to the corresponding NHU course or with content considered to enhance the student’s NHU education. These courses may be considered for transfer of credit, and the credit values must be entered on the program of study for the NHU credit equivalent.
  - Technology courses not older than three years
  - Reading courses not older than five years
  - Teacher Education courses not older than seven years

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

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

NHU accepts credits from other institutions under the guidelines published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Courses taken elsewhere and approved for transfer to NHU as part of the degree program are not considered in computing the student’s NHU GPA.

**Evaluation of Transfer Credit**

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

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

**Importing Credits for Non-Traditional Education**

NHU follows The American Council on Education guidelines and procedures when awarding credit for non-traditional education (e.g., Advanced Placement Program (APP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support, Dantes Subject Standardized Tests (DSST)).
**Advanced Placement**

NHU grants credit toward its undergraduate programs to students who have successfully completed the examinations of the Advanced Placement (AP) program of the College Board. Students who present a score of three or better on AP exams taken before college will be granted 3 to 6 semester units of lower division Bachelor credit. The number of units granted, course equivalence, and satisfaction of requirements vary depending on the test.

**College Level Examination Program**

NHU grants credit to those students who pass the CLEP with a score of 500 or above. A student may receive a maximum of 18 semester units in the following areas: Natural Sciences (no lab credit), Humanities and the Social Sciences (including History), and General Education courses (including Math).

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

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

**Credit by Examination**

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

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

To challenge a course, students must:

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

**Readmission**

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

- Apply for readmission by completing an online NHU admissions application
- Pay the application standard fee
- Submit official transcripts of any college work attempted in the interim
After five years, students must:

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

Students will be notified in writing of their acceptance status. Students are subject to the current catalog curriculum requirements at the time of readmission and therefore may have a new preliminary program of study issued.

**Students on Academic Probation**

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

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

**Open University**

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

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

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

**Audit Course**

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

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

Students Transferring from NHU

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

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

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

Students with fewer than 60 transferable semester units must:

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

NHU has articulation agreements with the following institutions:

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

Tuition and fees stated in the NHU Handbook and Catalog are for the 2012–2013 academic year and are subject to change. For the most up-to-date information, contact the Bursar’s office at bursar@nhu.edu.

Tuition and Mandatory Fees

- Undergraduate Tuition .......................................................... $329.00/unit
- Credential Tuition .............................................................. $357.00/unit
- T&I Certificate Tuition .......................................................... $329.00/unit
- Master’s Tuition ................................................................. $357.00/unit
- Open University Tuition (Undergraduate Level Courses) ........................................... $338.00/unit
- Open University Tuition (Graduate Level Courses) ................................................... $369.00/unit
- Application Fee (non-refundable) ................................................ $50.00
- Registration Fee (per semester) ................................................ $100.00
- Library Fee (per semester) .................................................. $50.00

Other Fees

If and when applicable, students may be charged:

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

- Cash
- Check, cashier’s check, and money order
- Credit Cards: Visa, MasterCard, and Discover Card only
- Savings/checking account transfer

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

Unpaid Balances
All balances are due on the first day of the term except for Open University, which is due at registration. Holds will be placed on overdue accounts, which will prevent students from registering and receiving transcripts, diplomas, and/or certificates.

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

International Student Expenses
Admission of international students is pending Federal approval.

Tuition Refund Policy
The schedule for tuition refund applies to all NHU students:

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

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

University Policy on Financial Aid

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

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

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

Applying for Financial Aid

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

To apply for financial aid, the student must:

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

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

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

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

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

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

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

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

Enrollment Policy

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

Financial aid is offered for most programs based on the assumption that students will be enrolled in at least 6 units per semester for the entire period of the award. When students enroll for fewer units in a semester, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Audited courses do not count toward enrollment for financial aid eligibility.

Enrollment Statuses for Financial Aid

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

Adjustments to Financial Aid

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

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

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

Financial Aid Disbursement Process and Requests for Excess Funds

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

Students are responsible for payment of tuition and fees incurred after a full credit balance refund has been released (e.g., added courses and fees). Credit balance refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to NHU as a result of a required credit balance refund is the responsibility of the student.

Generally, financial aid begins disbursing on the 10th day of start of the student’s enrollment, and refunds are released by the 26th day of the semester (14 days after funds have disbursed to the student’s account). Students must participate in their coursework to establish eligibility and remain
eligible for federal aid. Failure to participate in academically related activity will result in loss of eligibility for all or part of the semester. If two sequential courses make up the semester and the student does not register for the first half of the semester, federal aid cannot disburse until the 10th day of the second half of the semester. Disbursements may be delayed if the student is subject to academic progress review for a prior semester. If a Pell Grant award results in a credit balance, the student may request a book advance online: http://www.nhu.edu/pdf/Bursar_Forms/Book_Loan_Request_Form.pdf

**Over-Award of Federal Aid**

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

**Overlapping Financial Aid when Attending Another School**

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

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

**Study Abroad or at Another Institution**

Enrollment in certain programs at another school or study abroad approved for credit by NHU may be considered enrollment at the university for the purpose of applying for assistance under the Federal Title IV financial aid programs.

A consortium agreement between schools whereby the home school disburses federal aid for courses taken at a host school is required before the student can access federal Title IV aid. The host school agrees not to disburse federal aid and to monitor the student’s enrollment for the home school. Consortium agreements may be made between NHU (home school) and a host school if the student has been approved by NHU to take coursework at the host institution that will fully transfer toward the NHU degree program.
NHU degree-seeking students must submit a copy of the NHU Permission to Take a Course at Another Institution form, which is signed by NHU’s Admissions Office, and a Consortium Agreement form, which is signed by the host school's financial aid office and provided to NHU’s Office of Financial Aid.

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

**Borrower-Based Award Year Online Programs**

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

**Financial Aid Programs**

**Federal Pell Grant**

Federal Pell Grants are generally awarded to undergraduate students who have not yet earned a bachelor’s degree. All recipients are limited to a lifetime eligibility of six years of full-time Pell. The US Department of Education determines eligibility using a standard needs-based formula established by Congress. The Pell Grant maximum is $5,550 for the 2012-2013 award year. How much students receive depends on their expected family contribution, cost of attendance, whether they are enrolled full-time or part-time, and whether they are attending for a full academic year or less. Students may not receive Pell Grant funds from more than one school at a time.

**Federal Supplemental Educational Opportunity Grant**

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

**Federal Work Study**

Federal Work Study (FWS) is a campus-based program that provides job opportunities, both on and off campus, to federal aid eligible students to help meet the costs of postsecondary education. Students qualify by submitting a complete FAFSA and by being hired by a FWS employer. Award amount is based on need and determined according to NHU’s packaging policy and available funds. FWS is a self-help aid and does not need to be repaid.

**Federal Direct Loan**

Federal Direct Loans are available to both graduate and undergraduate students. Undergraduates may be eligible for one or the other, or a combination of both loan types. Graduate students, as of July 1, 2012, are eligible only for unsubsidized loans. Students must be enrolled at least half-time to receive a Direct Loan. Federal Direct Loans borrowed at a prior institution may impact a student’s loan eligibility at NHU. Loan amounts are determined by need and student’s year in school. Repayment may be deferred until six months after the student either graduates or drops below half-time (6 units per semester) enrollment.
- **Federal Direct Subsidized Loans** are available to undergraduate students with financial need. The federal government pays the interest on this loan while the student is enrolled at least half time in school.

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

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

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

**Entrance Counseling**

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

**Exit Counseling**

To help them manage student loans after graduation, federal regulations also require that the student complete exit loan counseling, which is available online at [Direct Loan Exit Counseling](#). Counseling should be completed:

- Before graduation
- Before transferring to another institution
- Before withdrawal and leaves of absence
- If enrollment falls below half-time
Undergraduate Students: Direct Loan Maximums

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

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

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

Graduate Students: Direct Loan Maximums

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

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

Annual Loan Limits vs. Lifetime Aggregate Loan Limits

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

Lifetime Aggregate Loan Limits: The federal government limits the aggregate amount of Federal Direct Loans that students may borrow in their lifetime as follows:

- Graduate students: $138,500 combined (only $65,500 may be subsidized; includes amounts borrowed as an undergraduate)
- Dependent undergraduate students: $31,000 combined (only $23,000 may be subsidized)
- Independent undergraduate students: $57,500 combined (only $23,000 may be subsidized)
- Parent PLUS Loans and Graduate PLUS Loans do not have a lifetime maximum.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual’s federal loan debt is available via the National Student Loan Data System at www.nslds.ed.gov/nslds_SA/.
Exceeding Annual or Aggregate Loan Limits

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

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

Loan Deferments

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

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

**NHU’s Policy:** Students who seek to defer repayment of their prior student loans and do not want to rely on the electronic exchange with the NSC must fill out forms to have their enrollment status verified. Students must get the forms from their lender(s) and send them directly to NHU’s Office of the Registrar, Attn: Loan Deferment, 650 S. Exeter Street, Baltimore, MD 21202; fax: 1-410-843-6416. At the top of the form, students must include their enrollment start date and the semester for which they are requesting an in-school deferment.

**Note:** Any deferment paperwork sent to the registrar’s office for enrollment verification is forwarded to the NSC on a weekly basis.

Federal Direct Graduate PLUS Loans

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

Federal Direct Parent Loans for Undergraduate Students

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

**Federal Student Loan Repayment Plans**

There are six repayment plan options for Federal Direct and Stafford Loans. Some of the options carry a lower monthly payment than the Standard Repayment plan. Choosing these options extends the term of the loan and increases the total amount of interest paid during the life of the loan. Learn about the various options, and your ability to move between plans by visiting [https://studentloans.gov](https://studentloans.gov).

- **Standard Repayment**: On standard repayment, a graduate pays a fixed monthly amount for a loan term of up to 10 years. There is a $50 minimum monthly payment.
- **Extended Repayment**: Extended repayment is like a standard repayment, but allows a loan term of 12 to 30 years depending on the amount borrowed. Stretching out the payments over a longer term reduces the size of the monthly payment, but increases the total amount repaid during the life of the loan.
- **Graduated Repayment**: Graduated repayment starts off with lower monthly payments, which gradually increase every two years. The loan term is 12 to 30 years, depending on the total amount borrowed. The monthly payment can be no less than 50% and no more than 150% of the monthly payment under the standard repayment plan. The monthly payment must be at least the interest that accrues, and must also be at least $25.
- **Income-Based Repayment**: A new plan started in 2009 for all Federal loan borrowers. Income-based repayment extends the loan term for up to 25 years. The monthly amount is based on the borrower’s income and resets annually. It caps the monthly payments at a lower percentage of income than income contingent repayment. If income is low enough, the interest that accrues is waived for a fixed period of time. At the end of 25 years, any remaining balance on the loan will be cancelled, and the amount cancelled is taxable.
- **Income-Contingent Repayment**: Only for Direct Loans. Monthly payments are based on the borrower’s income and the total amount of debt. Payments are adjusted each year as the borrower’s income changes. The loan term is up to 25 years, at the end of which the remaining balance on the loan will be cancelled, and the amount cancelled is taxable. There is a $5 minimum monthly payment.
- **Income-Sensitive Repayment**: Graduates may qualify for income-sensitive repayment if they do not have any Direct Loans. This payment plan ties the monthly payment to a percentage of gross monthly income.

**Department of Education Student Loan Ombudsman**

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

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

Comparing Private and Federal Loans

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

Comparison Chart of Federal and Private Education Loans

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

Choosing a Private Loan

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

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

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

**Truth in Lending Act**

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

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

**State Grant Aid**

Some states have grant programs that they permit their state residents to use to attend NHU. Students from states other than California can check here for information:

http://wdcrobcollp01.ed.gov/Programs/EROD/org_list.cfm?categoryID=SHE

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

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

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

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

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

**Assumption Program of Loans for Education**

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

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

Satisfactory Academic Progress

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

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

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

Minimum Standard for Federal Financial Aid

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

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

- **Course Repetitions**: Only the most recent grade is counted in the cumulative GPA, but the units from all attempts must be counted in the course completion rate and maximum time frame.
- **Drops**: Courses dropped before the end of the “add/drop” period are not included in the Financial Aid Satisfactory Progress calculations.
- **Incompletes**: Incomplete grades count as units attempted and not completed, but do not impact GPA.
- **Periods with No Financial Aid**: Financial aid progress requirements include all periods of enrollment including periods in which the student did not receive federal aid.
- **Second Program**: The maximum timeframe will be reset for students who complete one program or degree at NHU and begin a subsequent program or degree.
- **Transfer Units**: All units accepted toward the NHU degree or programs are considered as both attempted and completed when calculating the minimum course completion rate and maximum timeframe.

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

### Policy and Definitions

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

- **Maximum Timeframe**: Federal financial aid eligibility expires without warning when the student reaches the maximum timeframe or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum timeframe.
  - The maximum timeframe will be reset for students completing a second or further degree at NHU.
  - The maximum timeframe for students who change programs without earning an NHU degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
  - The maximum timeframe excludes semesters of non-enrollment and semesters in which all courses are dropped before the start of the semester or during the drop period.
  - Financial aid eligibility for an academic program ceases as soon as all academic requirements for graduation have been met, regardless of maximum timeframe standing.

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

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

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

- **Period of Enrollment**: One semester.

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

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

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

**Right to Appeal**

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

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

**Loss of Federal Financial Aid Eligibility**

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

**Leave of Absence**

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

- The student has made a written request for the leave of absence.
- The leave of absence does not exceed 180 calendar days.
- The student has had only one leave of absence in a 12-month period.
The federal Return of Title IV refund (R2T4) calculation applies to leaves of absence and withdrawals for recipients of Title IV aid.

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

**Withdrawal from a Semester**

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

Students who stop engaging in academically related activities during the semester, without officially withdrawing from the courses, are subject to the R2T4 calculation. In such cases, the last date of academically related activity, as determined by the university, is used as the withdrawal date for the semester.

Prior to withdrawing from any or all courses in the semester, students should contact the Office of Financial Aid to determine the amount of federal aid that must be returned. Federal student aid may not cover all unpaid charges due to NHU when the student withdraws.

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

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

**Federal Return of Title IV Funds**

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

Students withdrawing from any courses in the term prior to the completion of 60% of the semester may find that funds are owed the university as a result of the R2T4. Other enrollment changes that may trigger an R2T4:

- Withdrawal to zero credits
- For consecutive enrollment within a semester, withdrawal from an earlier course with no confirmation of return in a later course
- For consecutive enrollment within a semester, dropping, not attending, or withdrawing from a later course, even after the completion of an earlier course
- For consecutive enrollment, failure to participate in more than 60% of the semester along with the failure to earn a passing grade in the last course in the semester
• Failure to participate in more than 60% of the semester along with failure to earn a passing grade in all courses attempted in the semester
• Lack of active participation for at least 14 consecutive days in a semester
• Official leave of absence during the semester

Examples of R2T4 Calculations

Example 1
Sam Silent is an undergraduate degree student in Liberal Studies. His semester begins on January 3 and ends on April 24. On February 14 (42 days into the semester), he drops his classes.

Sam's cost of attendance is as follows:

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

Sam's financial aid package consists of:

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

Amount refunded to Sam: $652
As Sam has completed only 42 days of his semester, he earned 50% of the $4,750. According to the federally mandated calculation, 50% of the unearned portion of his aid ($2,375) must be returned.

NHU is required to return the following:

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

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

*Financial aid package is based on independent undergraduate student.

Example 2
Dan Smith is a graduate student in the MAEd program. His semester begins Jan 3 and ends May 8. On March 12 (68 days into the semester), Dan accepts a full-time job and drops his classes.

Dan's cost of attendance is as follows:

- Tuition ........................................................................................................ $3,213
- Fees ........................................................................................................... $150
- Total ......................................................................................................... $3,363
His financial aid package consists of:

- Direct Unsubsidized Loan: $4,250

Total: $4,250

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

Refunds

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

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

Right to Information

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

Confidentiality and Access to Financial Aid File

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

Federal Student Loan Repayment Plans

There are six repayment plan options for Federal Direct and Stafford Loans. Some of the options carry a lower monthly payment than the Standard Repayment plan. Choosing these options extends the term of the loan and increases the total amount of interest paid during the life of the loan. Learn about the various options, and your ability to move between plans by visiting https://studentloans.gov.

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

- **Extended Repayment**: Extended repayment is like standard repayment, but allows a loan term of 12 to 30 years depending on the amount borrowed. Stretching out the payments over a longer term reduces the size of the monthly payment, but increases the total amount repaid during the life of the loan.
- **Graduated Repayment:** Graduated repayment starts off with lower monthly payments, which gradually increase every two years. The loan term is 12 to 30 years, depending on the amount borrowed. The monthly payment must be at least $25 and will amount to at least the interest accruing.

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

- **Income-Contingent Repayment:** Only for Direct Loans. Monthly payments are based on the borrower’s income and the total amount of debt. Payments are adjusted each year as the borrower’s income changes. The loan term is up to 25 years, at the end of which the remaining balance on the loan will be cancelled, and the amount cancelled is taxable. There is a $5 minimum monthly payment.

- **Income-Sensitive Repayment:** Graduates may qualify for income-sensitive repayment if they do not have any Direct Loans. This payment plan ties the monthly payment to a percentage of gross monthly income.
Registration and Enrollment

Policies and Procedures

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

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

Student Registration

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

Undergraduate Student Classification

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

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

Academic Standing

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

Full-Time Student

A full-time student is defined as working toward an academic program and enrolled for 12-15 units per semester for undergraduate students, 9 units for credential students, and 6 units for graduate students.

Part-Time Student

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

Official Registration

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

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

Although reasonable efforts are made to expedite students’ completion of academic programs, NHU does not obligate itself to offer courses every semester to enable students to complete their program within a minimum specified time limit.

Students may register for classes once they are officially admitted to NHU. Registration is the means by which a candidate officially becomes a student. Students must register per semester for the entire semester or part of term. Registered students are further identified by NHU department, degree status, classification, and major. Registration for continuing students takes place during the preceding semester, and for new students following assessment, advising activities, and orientation.

**Schedule of Classes**

The Schedule of Classes ([http://www.nhu.edu/catalog/schedule.htm](http://www.nhu.edu/catalog/schedule.htm)) contains information about courses offered at NHU, including course description, course codes, times and dates of class meetings, and classroom numbers where the class meets.

**Unit Hour Limitation**

The average unit course load per semester for a fulltime student is 12-15 units in the undergraduate program. Any unit load over 18 is considered an excessive unit load. Students carrying more than 18 units in a semester must have the authorization of the Academic Advisor and Department Chair. The usual requirement is a 3.0 GPA in the semester immediately preceding the presentation of the petition.

**Course Cancellation and Changes**

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

**Registration for Individual Directed Studies**

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

Individual Directed Study is limited to students who:

- Have at least a cumulative 3.0 GPA
- Are not on academic probation
- Have Upper Division status
- Have not exhausted the maximum number of 12 units of Individual Directed Study at NHU

If a student does not meet one or more of the above requirements, the student must complete an Individual Directed Study Appeal form and submit to the Provost for approval.
One unit of Individual Directed Study represents 45 hours of satisfactory work, which is equivalent to the number of instruction and homework hours required. Individual Directed Study forms must be completed before any assigned work begins and must be approved by the Department Chair or Program Director on a case-by-case basis.

Repeating Courses

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

Auditing Courses

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

Courses Taken at Other Institutions

Students working toward a degree at NHU who want to take a course at another college or university should consult with the Department Chair or Program Director prior to enrolling to ensure acceptance of the units into the program. Courses taken at other colleges and universities in programs are counted in the student’s cumulative GPA.

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

Cross-Enrollment with San Jose State University

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

NHU students can enroll concurrently in a maximum of two courses per semester at SJSU as long as they register for a minimum of 6 units at NHU. Enrollment is subject to space availability, satisfaction of course prerequisites, and/or approval by the instructor. A Student is qualified to cross-enroll if the following conditions are met:

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

For additional information, contact the Office of the Registrar.
Official Transcripts

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

Registration Guidelines for Mixed Mode Program Formats

NHU offers students the flexibility of providing ground and online courses in mixed mode program formats.

Students enrolled in the Bachelor of Arts in Child Development mixed mode program format have additional standards that must be met prior to taking an online course. The student must:

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

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

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

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

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

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

Registration for Online Courses in Fully-Online

NHU offers students the flexibility of participating in available online programs. Students enrolled in online programs have to meet additional standards prior to taking an online course; i.e., successfully completed the online SRO course.

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

**Online Course Add Policy**

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

- Seek advisement from an Academic Advisor
- Have a cumulative GPA of 3.0 or above
- Meet prerequisites for requested online course
- Send an email to the Program Chair (cc: Professor and Academic Advisor) requesting to add the online course with the following information:
  - First and last name
  - University identification number
  - Program of study
  - Course code
  - Official title of course

The Professor has the final decision on whether the student will be allowed into the online course, but he or she will report the decision to the Program Chair and Academic Advisor. The Program Chair will send an email to student (cc: Professor, Academic Advisor, and Registrar) within 24 hours from the date original request was sent by student. The Professor will determine and communicate the appropriate make-up assignments and schedule with the student and retain copy of documentation.

**Online Course Drop Policy**

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

Courses dropped on or after the eighth calendar day after 9:00 pm PT are recorded as “W” (Withdrawal) on the student’s permanent academic record. A “W” does not affect the student’s GPA, but does affect his/her Satisfactory Academic Progress (SAP), which is related to academic progress and can have an effect upon eligibility for student financial aid.

**Last day to drop with a “W”:**

- 6-week classes........................................................................................................... 32nd calendar day
- 8-week classes.......................................................................................................... 43rd calendar day
- 12-week classes......................................................................................................... 66th calendar day
- 16-week classes.......................................................................................................... 88th calendar day
### Online Course Tuition Refund Policy

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

### Enrollment

#### Enrollment Verification

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

#### Census Date

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

### Changes in Enrollment

#### Adding or Dropping Courses

It is the students’ responsibility to observe the prescribed deadlines for the specific steps required to add/drop a course. Students who simply absent themselves from a class or tell the instructor that they are dropping the course may have an unauthorized withdrawal ("UW") posted to their record for that course. Students who drop all courses are obligated to follow the rules for withdrawal from NHU, as indicated in this catalog.

Students may add a course to their schedule up until the eighth calendar day from the term start date. Students may drop a course from their schedule up until the eighth calendar day from the term start date without a Withdrawal ("W"). Last day to drop with a “W”:

- 6-week classes: 32<sup>nd</sup> calendar day
- 8-week classes: 43<sup>rd</sup> calendar day
- 12-week classes: 66<sup>th</sup> calendar day
- 16-week classes: 88<sup>th</sup> calendar day

#### Change of Major

Although students are encouraged to declare a major early on in their academic careers, they may be admitted to NHU under the “undeclared” major category. Students must declare a major by the end of their sophomore year. Students who wish to change their declared major must see their Academic Advisor to ensure that they understand the new major requirements. Academic Advisors will then refer the student to their Enrollment Advisor to fill out a Change of Concentration, which must be submitted to the Office of the Registrar.
**Withdrawing from the University**

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

**Authorized Withdrawal**

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

**Unofficial Withdrawal**

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

**Attendance**

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

When incorporating attendance as part of the final grade, it is the responsibility of the instructor to keep accurate records of student attendance, class work, required readings, assignments, periodic tests, final examinations, and other activities used to evaluate student learning. Instructors who use attendance as part of their grading system procedures are required to maintain the attendance records for one calendar year in the event of a grade appeal.

**NHU Policy for Student Participation**

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

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

<table>
<thead>
<tr>
<th>What qualifies as academic engagement or participation?</th>
<th>What does NOT qualify as academic engagement or participation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any of the following activities <strong>completed Day 1 or later</strong> in a given academic term:</td>
<td>• Log in during the preview period (the 4 days prior to a given term start when a student has access to the classroom)</td>
</tr>
<tr>
<td>- A written contribution to a Discussion Board thread (initial posting or response to another student’s posting) inside of the classroom</td>
<td>• ONLY logging in to course</td>
</tr>
<tr>
<td>- Submission of an assignment to the drop-box</td>
<td>• Submission of an assignment and Plática or Discussion posts that are completed during the preview period</td>
</tr>
<tr>
<td>- Completion of a quiz or test within the classroom</td>
<td>• Student Lounge (even during the academic term)</td>
</tr>
<tr>
<td>- Contribution to another academically-focused classroom area such as the Journal or Webliography</td>
<td>• Assignments or questions submitted to faculty via email</td>
</tr>
<tr>
<td>- A non-zero grade assigned by a faculty member in the Gradebook</td>
<td>• Blackboard Instant Message</td>
</tr>
</tbody>
</table>

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

### NHU Policy for Ongoing Attendance and Engagement

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

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

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

### NHU Policy for Student Engagement via Participation in Online Discussion

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

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

**NHU Policy for Online Course Attendance**

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

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

Grading System

Grade Point Average

GPA is calculated by dividing the total grade points earned (credits per course times the grade points per grade) by the total completed course credits (excluding those classes with grades Credit/No Credit, Withdrawal, Incomplete, Satisfactory Progress, or Unsatisfactory Progress). For example, a “C” in a 3-unit course earns 3 x 2 = 6 grade points, an “A” in a 2-unit course earns 2 x 4 = 8 grade points, and a “C-” in a 3-unit course earns 1.75 x 3 = 5.25 grade points; divide total by the number of units to derive the GPA. Students who receive an “F” must retake the course if the course is a requirement for graduation. Transfer credit accepted by NHU, as part of a degree program, will not be considered in computing the GPA requirement.

NHU issues official grades at the end of each semester to students who have met all financial obligations to the University. In accordance with privacy laws, grades cannot be given over the telephone.

Grade Point Value

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

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

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

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

**NHU Policy for Submitting Late Assignments in Online Courses**

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

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

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

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

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

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

**Credit Hour Policy**

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

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

The National Hispanic University offers programs on-the-ground and online; the institutional credit hour policy takes these differences of delivery into account.

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

**Online Instruction:** In recognition of the asynchronous nature of online learning, no distinction is made between classroom or faculty instruction and out-of-class student work. Time estimates for assigning credit hour are defined as the total time spent by students in fulfillment of course requirements, which may occur inside or outside the online course platform.

Total time is interpreted as one (1) 50-minute hour per week in class (equivalent to the abbreviated hour spent in traditional face-to-face course attendance) and two (2) 60-minute hours (equivalent to course preparation activities) for a total of 170 minutes per week per credit.

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

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

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

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

1. Faculty judgment, through guidance of curricula development and faculty governance, is the primary basis for assignment of credit value.
2. Credits assigned should reflect the tasks necessary to achieve the learning objectives.
3. Total time expected for the credits earned should approximate the total time as described above.
4. Credits awarded should have internal consistency across the institution.
5. Assignment of credits should fall within a range of higher education practice found across institutions with similar degree and discipline offerings.
6. Assignment of credit values to field experiences, internships, and practica is normally driven by
discipline-specific standards including those of relevant specialized accreditations.

7. Credits awarded in terms of hours may be earned in semester or quarters that are longer or shorter
than the standard 15-week semester and 10-week quarter. In these cases, activities are distributed
proportionately to those activities during a standard semester or quarter.

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

**Unit Hour Limitation**

The average unit course load per semester for a fulltime student is 12-15 units in the undergraduate
program. Any unit load over 18 is considered an excessive unit load. Students carrying more than 18
units in a semester must have the authorization of the Academic Advisor and Department Chair. The
usual requirement is a 3.0 GPA in the semester immediately preceding the presentation of the petition.

**Transcripts**

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

**Grade of Incomplete**

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

**Change of Grade**

Once grades are submitted to the Registrar, they will not be changed unless there has been an evident
discrepancy and only after the student’s Department Chair has received the faculty member’s request
giving the reason for the change. The change will become effective only after the Department Chair and
the Provost have approved the Change of Grade Form and it is filed with the Registrar. Complaints by
students on matters of grading policy should be directed to the professor first.

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

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

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

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

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

The Office of the Registrar monitors probation. Undergraduate students are given the opportunity to raise their GPA within two semesters after being placed on probation. Every effort is made to counsel students during the probationary period. However, if after counseling and academic support services, a student will be academically disqualified if he or she still fails to raise the cumulative GPA to a minimum of 2.0 at the end of the probationary period.

Academic Disqualification

Academic disqualification constitutes termination of a student’s relationship with NHU for unsatisfactory academic performance. A disqualified student may not register in any NHU course and is denied all privileges of student status. To be considered for readmission, the student must reapply to NHU after a minimum of one year, in which time the student must demonstrate success in college-level courses. Students can do this by enrolling at a community college or university and successfully completing courses acceptable for credit (“B” or above). Students are required to complete a minimum of 15 semester units. In addition, the student must meet the admission and degree requirements in effect at the time of readmission, not those from the original admission.

Teacher Education students who receive a notice of disqualification may petition the disqualification to the Department Chair.

The following categories of students are subject to disqualification:

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

President's List
In the fall and spring semesters, students who pass 12 units with a GPA of 3.5 or higher and are in good academic standing are placed on the President’s List. To be in good academic standing, a student must have an overall GPA of 2.0 or higher for undergraduate students and 3.0 or higher for credential students, and not be on probation.

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

Monitoring the Time Limit
The maximum time for the completion of a degree or certificate program is the period of time in which the student attempts 1.5 times the standard program length for normally progressing students of the same enrollment status (full- or part-time). The full-time bachelor’s degree student must complete the entire four-year academic program in no more than six years. For the part-time student, the maximum time for the completion of a degree or certificate program is double that of a full-time student.

A student’s academic performance is evaluated several times during his or her enrollment to determine satisfactory progress. The review is performed by the Office of the Registrar in conjunction with the Financial Aid Office and appropriate Department Chairs.

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

The following table indicates the criteria for achieving satisfactory academic progress based on the allowable number of units attempted. For specific majors, see the Office of the Registrar.
<table>
<thead>
<tr>
<th>Required % Evaluation Point</th>
<th>Allowable # of Units Attempted</th>
<th>Minimum Units Successfully Completed</th>
</tr>
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<tbody>
<tr>
<td>Associate Degree</td>
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<tr>
<td>25% of maximum</td>
<td>28</td>
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<tr>
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</tbody>
</table>

**Inactive Students**

Students are considered inactive when they:

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

**Extenuating Circumstances**

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

**Leave of Absence**

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

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

The federal Return to Title IV (R2T4) calculation applies to leaves of absence and withdrawals for recipients of Title IV aid.
These leave of absence requirements also affect students’ in-school status for the purposes of deferring payment of Federal Direct Loans. Students on an approved leave of absence are considered to be enrolled less than half-time and are not eligible for an in-school deferment for their Federal Direct Loans. Students who take an unapproved leave of absence or fail to return to the school at the end of an approved leave of absence are no longer enrolled at the school and are not eligible for an in-school deferment of their loans.

**Graduation**

**Requirements**

It is the student’s responsibility to comply with all regulations and to satisfy all degree requirements. Students are strongly encouraged to consult with the Department Chair of their major or Academic Advisor for proper advisement. The Department Chair has the authority to approve substitutions for discontinued courses. A break in continuous attendance will make students subject to the requirements in effect at the time of re-enrollment.

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

All students who enter NHU are required to pass the Junior Writing Proficiency Examination (JWPE) 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. Those students who do not pass the exam the first time will be referred by their Academic Advisor or Department Chair to take the JWPE a second time. NHU offers JWPE workshops prior to each iteration of the exam, and students who plan to take the exam are strongly encouraged to attend the workshop by signing up at the front desk of the Center for College Success (CCS). Students who fail the second attempt will be required to take ENG 399. A grade of “C” or better in ENG 399 satisfies NHU’s upper division written English proficiency requirement. Only after successfully completing ENG 399 can students register for ENG 300.

**Commencement/Graduation**

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

**Diplomas**

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

Any waiver or substitution approved by a student’s Department Chair/Program Director will be considered as an alteration of the graduation requirements for that student only, and does not constitute a general change in NHU or department graduation requirements.

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

Students are responsible for ensuring they meet the eligibility requirements to graduate and participate in the commencement ceremony. The eligibility requirements to participate in the NHU Commencement ceremony are:

- Students must have taken and successfully passed all eleven courses or equivalent to 33 units of master’s courses with a “C” or better.
- Students must attain an overall GPA of 3.0 or higher.
- Students must have completed and submitted an approved master’s thesis, action research, or other approved university projects.

There are no exceptions to the eligibility requirements to participate in the NHU Commencement ceremony.
Rules and Regulations

Student Rights
All students are urged to carefully read this discussion of The NHU student’s rights, freedoms, and responsibilities. Failure to be Familiar does not excuse a student from the obligation to comply with all the described regulations.

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

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

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

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

Privacy

Notification of FERPA Rights

The National Hispanic University retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include the following:

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

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

**Disclosure of Student and Alumni Information**

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

**Public (Directory) Information**

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

**Non-Public (Private) Information**

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

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

**Changes to Personal Information**

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

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

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

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

Tuition Recovery Fund
(Section 94342 of the Education Code)

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

Non-Discrimination Policy

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

Disabled Student Rights

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

Race, Color, or National Origin

NHU complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted 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

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

Inquiries concerning the application of Title IX to NHU programs and activities may be referred to Office of Human Resources or to the Regional Director of the Office for Civil Rights, US Department of Education, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, California 94102-4102, (415) 556-4275.
**Student Appeals**

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

NHU has established procedures for grievances and complaints to provide a means for resolving alleged unfair or improper action by any member of the academic community, including students. Forms are available at the Office of the Provost.

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

Informal Grievance Procedure

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

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

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

Formal Grievance Procedure

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

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

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

Grievance action may be initiated by a student against another student, an instructor, a manager, or a member of the classified staff.
- **How is formal grievance initiated?**
  - The grievant shall complete the *Petition to Initiate a Formal Grievance* form and file it with the Provost within 7 calendar days after the date the employee or student is notified of the last administrative action in the case.
  - Similarly, if the Provost is requesting a Grievance Hearing, she or he must make the request within 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 45 calendar days after the last action/incident.

- **How is the grievance officer to hear the grievance determined?**
  - The grievant shall select the Grievance Officer from the panel of Grievance Officers available indicated by the Provost. A Grievance Officer may abstain from taking a particular grievance because of conflict of interest. If the grievant does not wish to select the Grievance Officer, the President will appoint one to hear the case.

- **What is the process?**
  - **Gathering of Documentation:** Within 15 calendar days after the request is received by the Provost and not less than 10 calendar days prior to any hearing, the Grievance Officer furnishes the grievant a statement of the reason for the disputed action and copies of all materials considered by the President (and all other persons who have acted in the case).

  When the Provost requests the Grievance Hearing, all materials on which the Provost bases the request for the hearing shall be furnished to the employee or student within 15 calendar days after the President’s request is received by the Office of Provost and at least 10 calendar days prior to any hearing.

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

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

  - **Mediation:** The Grievance Officer should try mediation first in settling relatively less serious issues.

Concerned parties reach a mutually acceptable solution to the case through mediation.

The Grievance Officer then writes a report of the outcome and submits it to the Provost.

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

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

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

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

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

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

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

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

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

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

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

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

**Policy on Sexual Harassment**

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

- Attempting to coerce an unwilling person into a sexual relationship (physical assault or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one’s job, opportunities for advancement, grades, letter of recommendation, etc.)
Subjecting a person to unwanted sexual attention (inappropriate touching of another’s body, etc.)

Penalizing a person who refuses sexual advances (denying opportunities for advancement, lowering grades, etc.)

Creating a sexually intimidating, hostile, or offensive working or educational environment; use of language or gesture to harass sexually (sexual activities, sexist and sexual jokes, staring at another’s body, any retaliatory conduct against an individual who has complained of sexual harassment, etc.)

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

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

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

Drug-Free Campus

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

Equal Opportunity and Affirmative Action

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

Student Discipline Policy

Expulsion, Suspension, and Probation of Students

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

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

**Disposition of Fees**

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

**Disciplinary Procedures and Due Process**

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

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

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

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

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

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

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

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

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

**NHU Acceptable Use Policy**

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

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

- **General**
  - Engaging in illegal activities
  - Libeling or slandering any person
  - Hacking passwords and systems

- **Harassment**
  - Sending harassing, unwelcome, or threatening messages
  - Sending unauthorized anonymous messages

- **Privacy Violations**
  - Invading another person’s privacy
  - Accessing and/or using accounts of others without their permission
  - Disclosing passwords to others
  - Monitoring electronic communications without authorization
  - Reading, copying, altering, or deleting someone else’s files without that person’s permission
• Copying
  - Copying copyrighted materials without authorization
  - Using illegally obtained software on the system
  - Forging messages

• Disrupting or Causing Damage
  - Destroying or damaging equipment, software, or data belonging to others
  - Disrupting service to other users or the system
  - Contributing to system attacks, denial of services, and other malicious uses of the network and systems

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

Permitted Uses; Personal Use:

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

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

Excessive Use:

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

**Academic Advising Team**

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

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

**Academic Advising Mission**

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

**Academic Advising Vision**

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

**Roles and Responsibilities**

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

Online Education Courses
A growing number of NHU classes are being offered online to students. These courses can be accessed anywhere and at anytime for students with access to a computer and the Internet in a manner that is convenient for their busy work schedules and personal commitments. Students in these courses do not meet at regular times on campus; instead, they receive and submit their course work and interact with their instructors and fellow students over the Internet using Web pages, e-mail, and threaded discussions. Online courses offer students an engaging learning experience with video and multimedia, practical assignments, readings, group projects, and other technology. Students are to contact Academic Advising about orientation to NHU’s online courses and student online learning portal. Full access to all of NHU on-campus support services as well as 24/7 technical support are available for students in online courses.

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

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

Information on Library services available on and off campus is accessible via the library’s website at http://library.nhu.edu. Through this site, one may use over 30 online databases and reference sources, locate over 40,000 e-books, find citation help, and search the library catalog for books and videos available for checkout.

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

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

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

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

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

The CCS also provides an environment for student study groups. A detailed explanation of each service and program follows in this section.

Tutoring

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

CCS tutors guide students in the development of their academic skills and guide them on how to become self-directed learners. Furthermore, the CCS tutorials are incorporated into the curriculum of developmental and college-level English and Math courses (i.e., ENG 40, ENG 45, ENG 100, MAT 40, MAT 45, and MAT 100) to provide students with one-on-one tutoring and feedback tailored to their individual and specific needs. These tutorial services prepare students for the more rigorous Upper Division courses and are offered to all NHU students free of charge.

Testing Services and Software

CCS personnel also administer various tests including placement tests for new students and Spanish challenge tests.

Career Services

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

First Year Experience Program

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

FYE is inclusive to all NHU students, but primarily targets first-time students with fewer than 30 units of course credit, by placing them in specific general education cohort day courses. FYE then places tutors in each cohort class to provide students academic support inside and outside the class. FYE also refers students to social and personal counseling services, as life, more often than not, interferes with student studies. First-year students will also benefit from academic advising and social activities. Faculty teaching in cohort classes benefits from professional development workshops regarding best practices in teaching new college students. FYE also works closely with the Office of Financial Aid to help close the gap in financial need.
FYE is rooted in the unique approach of Familia, an academically challenging but nurturing environment that is driven by the personal, intellectual, and cultural needs of the student. All the components of the program are unified by a high degree of cooperative learning and dedicated assistance to students. Faculty and staff treat students with respect and genuinely assist students as Familia. Aside from having linguistically and culturally sensitive leaders who understand the backgrounds of their students, relationships with parents are also formed. Through Esperanzas and Orgullo Cultural, parents learn the critical role they play in motivating and inspiring their children to succeed in higher education. Through the information and strategies provided to parents, parents learn to use their cultural and linguistic strengths as a basis to assist their children in their university aspirations. The program believes strong support of the first-year students is the key to producing successful undergraduates.

**Trio Scholars Program**

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

TSP participants will benefit from the following services: Post-Secondary Academic and Course Selection, Advising, Study Groups, information about financial aid and assistance in financial aid applications. Workshops related to college success, financial literacy sessions, graduate school information, and cultural enrichment activities. In addition to assisting students to graduate from college, the TSP motivates students to get involved and use the resources on campus and in the community by modeling leadership and the Si Se Puede (translation: “It can be done”) philosophy at NHU.

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

**Alumni Organization**

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

**Student Services**

Student Services provides NHU students with services from the initial application for admission through the completion of their educational program and graduation. The Office of the Admissions receives and processes the student’s initial admissions application, and is responsible for receiving all documents required for admitting the student, processing the application, determining candidate eligibility, and notifying students of their admission status. Once admitted, the Office of the Registrar maintains student registration information and processes student registration each semester. The Office of the Registrar is responsible for monitoring the student’s satisfactory academic progress toward timely completion of his/her educational program. The Registrar also posts grades and issues grade reports and transcripts.
New Student Orientation

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

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

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

Students with Disabilities

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

Student Housing

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

Student Governance

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

Student Government Association

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

NHU actively supports student clubs and organizations. For information regarding the following clubs and organizations or for information regarding how to start a club, contact Center for College Success or an SGA Officer.

- Child Development
- Divine Roses
- Ethics Debate Team
- Math and Science Club
- Nu Alpha Kappa Fraternity
- OWLS (Outdoors Wilderness Leadership Society)
- Sigma Omega Phi Sorority
- SOL (Sisters of Lealtad)
- The Sports Club

Pre-College Programs

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

Esperanza Educational Talent Search

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

- College admissions counseling
- Career counseling
- Assistance with financial aid forms
- Assistance in selecting college preparation courses
- Assistance with college application forms
- College/university campus visits
- Visits to corporations and public institutions to see various professions at work
- Tutorial assistance
- Scholastic Achievement Test (college entrance exam) information
- Workshops on such topics as study skills and career exploration
To qualify for the program, a student must be a US citizen or eligible resident, must meet the low-income federal guidelines, and/or will be the first generation in his/her family to graduate with a baccalaureate degree. Candidates must complete an Esperanza Educational Talent Search Application, available at the Career Centers of participating high schools, the school office of middle schools, and can be requested by calling the Pre-College/TRIO Programs Office at NHU.

**Upward Bound**

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

Students are selected from specific high schools in the city of San Jose. To qualify, the student must:

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

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

**Early University Program**

The Early University Program (EUP) started as a partnership between the Latino College Preparatory Academy (LCPA) and NHU in which LCPA juniors and seniors take transferable university courses that count toward high school graduation, providing the EUP students with an academically rigorous learning experience. The program has since expanded to include other partnerships and individual students. Participation in the EUP makes it possible for a student to graduate from high school with some transferable university coursework already completed. All EUP courses are taught by NHU professors and follow the standard university curriculum.

Students who qualify for the EUP must:

- Be a junior or senior in high school or be 16 years old
- Have placed into MAT 100 and/or ENG 100 on NHU’s placement test if such placement is a prerequisite of the desired course(s)
- Submit a Parental Permission Form
- Provide a three-page Goal Statement

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

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

- Oral presentations by all students
- Written reports by students
- A multicultural emphasis; e.g., discuss how a concept translates into the differing cultural experiences of the students. Not all students will have the same background for understanding a concept, especially if they come from another country.
- Application of technology; accomplished through the CCS or the Computer Lab
- Fostering of Learning Communities; at least 30 minutes of a 3-hour class consists of collaborative learning (students working together)
- For humanities classes, discuss the values and realities of American society, how things are accomplished in the US, and how the class helps students to fit into American society
- A course syllabus containing the following items will be given to students at the first class meeting:
  - Course objectives
  - Course expected outcomes
  - Different teaching strategies and methods
  - How grades are determined
  - Text and reference book list
  - Policy on homework/late work
  - Examination and quiz plans
Academic Programs

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

Business Administration

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

Child Development

- AA in Early Childhood Education replaced with Associate of Arts (AA) in Child Development
- BA in Child Development replaced with Bachelor of Arts (BA) in Child Development with concentration in:
  - School Age
  - Early Intervention
  - Early Biliteracy Development

Computer Information Systems

- Bachelor of Science (BS) in Computer Information Systems (Mixed Mode)

Liberal Studies

- AA in Liberal Studies
- BA in Liberal Studies replaced with BA in Liberal Studies Credential Option with concentrations in:
  - Cross-Cultural Studies
  - Child Development
  - Chicano/Latino Studies
  - Spanish
  - Social Science and Social Issues

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

- BA in Liberal Studies General Option with concentrations in:
  - Cross-Cultural Studies
  - Chicano/Latino Studies
  - Criminal Justice
  - Psychology
  - Political Science/Public Affairs
  - Spanish
- Social Science and Social Issues
- Translation & Interpretation

Liberal Studies Education Concentration with a Multiple Subject Credential

- BA in Liberal Studies with a concentration in:
  - Education

Mathematics and Science

- Associate of Science (AS) in Math and Science
- AS in Math and Science with Engineering Concentration replaced with AS in Math and Science with concentration in Engineering
General Education Breadth Requirement

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

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

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

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

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

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

General Education Breadth Requirements

Note: Some courses that fulfill the University’s General Education Breadth Requirements are only offered online (mixed mode). Courses with a “W” after the course number are offered online.

Area A: Communication in the English Language and Critical Thinking - All undergraduate students must complete at least one course from each of the following areas:

- **A1. Oral Communication**
  - SPC 100 Public Speaking (3)

- **A2. Written Communication**
  - ENG 100 English Composition and Reading (3)

- **A3. Critical Thinking** - All undergraduate students must complete at least three (3) units from the following courses:
  - ENG 201 Critical Thinking, Reading, and Writing Across the Curriculum (3)
  - PHL 200 Introduction to Logic (3)

Area B: Physical Universe and its Life Forms

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

- **B2. Life Science** - All undergraduate students must complete at least three (3) units from B2 and at least one (1) laboratory unit from the following courses:
  - BIO 101 General Biology (3)
  - BIO 102W/lab General Biology w/lab (4)

- **B3. Laboratory Activity**
  - BIO 101L Lab (1)
  - GSC 150A Lab (1)
**B4. Mathematics and Quantitative Reasoning** - All undergraduate students must complete at least three (3) units from the following courses:
- MAT 100 College Algebra (3)
- MAT 108 Number Systems (3)
- MAT 115 Trigonometry (3)
- MAT 120 Calculus and Analytic Geometry II (4)

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

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

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

**Area D: Social, Political, and Economic Institutions and Behavior** - All undergraduate students must complete at least nine (9) units from at least two (2) different areas from the following courses:

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

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

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

**D4. Gender Studies**

**D5. Geography**
- GEO 200 Physical Geography (3)
D6. History
- HIS 100 U.S. History I, (3)
- HIS 201 U.S. History II, (3)

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

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

D9. Psychology
- PSY 100 Psychology (3)
- PSY 205 Social Psychology (3)

D10. Sociology and Criminology
- CRJS 101 Contemporary Criminal Justice Systems (3)
- SOC 100 Intro to Sociology (3)

Area E: Lifelong Understanding and Self - All undergraduate students must complete at least three (3) units from the following courses:
- ANT 125 Human Understanding and Development (3)
- CD 100 Child Growth and Development (3)
- ECE 103 Child Growth and Development (3)
- ECE 107 Child Health, Safety and Nutrition (3)
- UNI 100 First Year Seminar (3)

Area F: American Institutions (for Liberal Studies Credential Students only)
- Completing the requirements outlined in Area D6 and/or D8

Upper Division General Education
Nine units of integrated and integrative course work, incorporating contents from Area I, Area II, and Area III:
- Area I: Advanced Written Composition (3)
  - ENG 300 Advanced Writing Skills (3)
- Area II: Human Expression Across the Globe (3) - All bachelors’ students must complete at least three (3) units from the following courses:
  - ENG 301 World Literature (3)
  - PHL 300 Personal, Professional, and Social Ethics (3)
- Area III: World Issues and Problems (3) - All bachelors’ students must complete at least three (3) units from the following courses:
  - ETH 300W Latino Culture in the United States (3)
  - HIS 314 World History I (3)
  - HIS 414 World History II (3)
  - SPC 300 Argumentation and Advocacy of World Issues (3)

**American Institutions Requirement**

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

Mission

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

The Business Administration program seeks to infuse NHU students with a deep understanding of the Hispanic culture and its relationship to other cultures, and to enable students to apply such knowledge to the various functional areas of business.

Vision

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

Goals

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

When completing the program, graduates should effectively demonstrate the ability to:

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

Associate of Arts Degree in Business Administration

The curriculum in the AA in Business Administration is designed with a two-fold purpose:

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

Completion Requirements

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

- A minimum of 30 units of General Education to satisfy the General Education Breadth requirement.
- All Business Administration courses, including 25 units of required courses (15 units in residency required, preferably in Business)
- 12 Business elective units
- Attain an overall grade point average of “C” (2.0) or higher, with a “C” (2.0) or higher in all units attempted in the major
- No more than 52 units of credits may be transferred from other authorized, approved, or accredited colleges and universities (transfer credit upon evaluation)

**Degree Requirements**

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

Total = 66 units

**Curriculum**

**General Education Courses (30 units)**
- See the General Education section of this catalog.

**Business Administration Courses (27 units)**
- BUS 101 Introduction to Business (3)
- BUS 113 Personal and Professional Effectiveness: Self Leadership (3)
- BUS 120 Microeconomics (3)
- BUS 121 Macroeconomics (3)
- BUS 240 Financial Accounting (3)
- BUS 245 Managerial Accounting (3)
- BUS 250 Legal Environments of Business (3)
- BUS 260 Business Statistics (3)
- CS 120 Integrated Computer Applications (3)

**Business Administration Electives (9 units)**
- Students must choose nine (9) units of coursework General Education or Business courses that are part of the BA in Business.

**Program Data**

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

**Potential Occupations** - This program generally helps prepare students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org/](http://www.onetonline.org/). In addition to this list, there are other potential career options that graduates of this program may choose to pursue.
<table>
<thead>
<tr>
<th>Occupation Name*</th>
<th>Occupation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Community Service Managers</td>
<td>11-9151</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
</tr>
<tr>
<td>Human Resources Specialists</td>
<td>13-1071</td>
</tr>
<tr>
<td>Labor Relations Specialists</td>
<td>13-1075</td>
</tr>
<tr>
<td>Compensation, Benefits, and Job Analysis Specialists</td>
<td>13-1141</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>13-1161</td>
</tr>
<tr>
<td>Budget Analysts</td>
<td>13-2031</td>
</tr>
<tr>
<td>Credit Analysts</td>
<td>13-2041</td>
</tr>
<tr>
<td>Loan Officers</td>
<td>13-2072</td>
</tr>
</tbody>
</table>


Program Completion - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

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

- Tuition and Fees.................................................. $22,239
- Books and Supplies.................................................. $3,500
- Room and Board...................................................... Not applicable

Median Loan Debt - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Bachelor of Arts Degree in Business Administration

Completion Requirements
To meet the academic requirements for graduation with a Bachelor of Arts Degree in Business Administration, the student must:

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

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

Degree Requirements

Note: This degree program is offered at our NHU campus and online. Some concentrations are available only online.

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

- **Option 1, on the ground (NHU):** Courses in the major and the Management concentration available on the ground.
- **Option 2, Online:** Courses in both the major and the four concentrations available online.
- **Option 3, Mix-mode:** Courses in the major are to be taken from either on the ground or online courses, and courses in the four concentrations are to be taken from online courses only.

- General Education Courses ........................................ 49 units
  - Lower Division (40)
  - Upper Division (9)
- Business Administration Courses ............................... 76 units
  - Lower Division (30)
  - Upper Division (30)
  - Concentration (12)
  - Capstone (4)

Total = 125 units
Curriculum

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

- Business Administration Courses – Lower Division (30 units)
  - BUS 101 Introduction to Business (3)
  - BUS 113 Personal and Professional Effectiveness: Self Leadership (3)
  - BUS 120 Microeconomics (3) (*Note: This course cannot count toward General Education credit in this program*)
  - BUS 121 Macroeconomics (3)
  - BUS 240 Financial Accounting (3)
  - BUS 245 Managerial Accounting (3)
  - BUS 250 Legal Environment of Business (3)
  - BUS 260 Business Statistics (3)
  - CS 120 Integrated Computer Applications (3)
  - Elective in any field (3)

- Business Administration Courses – Upper Division (30 units)
  - BUS 325 Business Communication (3)
  - BUS 351 Business Ethics (3)
  - BUS 314 Business Seminar: Owning your Career (3)
  - BUS 370 Principles of Marketing (3)
  - BUS 381 Management and Organizational Behavior (3)
  - BUS 382 Human Resources Management (3)
  - BUS 387 Management Theory and Practice (3)
  - BUS 440 Financial Management (3)
  - BUS 480 Leadership (3)
  - BUS 481 Operations Management (3)

Marketing Concentration

*Note: Concentration available only online.*

The Marketing Concentration provides students with a basic foundation of business concepts and practices as well as specialized course content in advertising, retailing, sales management, Internet marketing, and marketing research. Students will study ways to apply innovative strategies to real-world marketing challenges. Individuals enrolled in this concentration will have the opportunity to gain skills and insight on how a Hispanic cultural perspective can be integrated into a marketing plan, and can explore the role of language, culture, and ethics in facilitating relationship building in a multicultural and transnational setting.
Marketing Concentration (12 units)
- BUS 376W Marketing Management (3)
- BUS 378W Marketing Communications (3)
- BUS 389W Global Marketing (3)
- BUS 380W Hispanic Marketing in a Multicultural Context (3)

Capstone Requirement (4 units)
- BUS 401W Senior Capstone Experience (4)

Human Resource Management Concentration

*Note: Concentration available only online.*

The Human Resource Concentration provides students with an academic foundation to help prepare them for a career in creating and sustaining an organization’s competitive advantage through the effective management of personnel. The curriculum focuses on both the strategic and day-to-day activities in areas such as:

- Performance management
- Human resource planning and information systems
- Recruitment and staffing
- Training and employee development
- Compensation and benefits
- Union-management relations

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

Human Resource Management Concentration (12 units)
- BUS 383W Strategic Human Resource Management (3)
- BUS 384W Human Resource Development and Change (3)
- BUS 385W Human Resource Management: Analysis and Problems (3)
- BUS 386W Management Diversity (3)

Capstone Requirement (4 units)
- BUS 401W Senior Capstone Experience (4)

International Business Concentration

*Note: Concentration available only online.*

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

- **International Business Concentration (12 units)**
  - BUS 343W International Business Operations (3)
  - BUS 346W International Finance (3)
  - BUS 389W Global Marketing (3)
  - BUS 390W Business of the Americas in an International Economy (3)

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

**Management Concentration**

*Note: Concentration available online and mixed mode.*

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

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

- **Management Concentration (12 units)**
  - BUS 331/BUS 331W Small Business Management (3)
  - BUS 343/BUS 343W International Business and Operations (3)
  - BUS 440/BUSW Financial Management (3)
  - BUS 450/BUS 450W Strategic Management (3)

- **Capstone Requirement (4 units)**
  - BUS 401 Senior Capstone Experience (4) Online or mixed mode students only

**Program Data**

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

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


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

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

- Tuition and Fees .................................$41,125
- Books and Supplies .............................. $6,800
- Room and Board ................................. Not applicable

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

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

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

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

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

Bachelor of Science in Computer Information Systems

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

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

- Complete a minimum of 128 units of college credit
- Satisfy NHU General Education Breadth requirements as described in this catalog
- Meet requirements for the major as described in this catalog
- Meet the university’s residency requirement which is the completion of 30 units at NHU
- Complete a minimum of 45 upper division units
- Complete a minimum of 15 upper division units in the major
- Attain an overall GPA of “C” (2.0) or higher, with a “C” (2.0) or higher in all units attempted in the major

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

**Degree Requirements**

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

**Total = 128 units**

**Curriculum**

**General Education Courses (Undergraduate) (49 units)**
- See the General Education Requirements section in the Catalog.

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

**Business Administration Courses – Upper Division (9 units)**
- BUS 325 Business Communication (3)
- BUS 351 Business Ethics (3)
- BUS 368 Project Management (3)

**Computer Science Courses – Lower Division (27 units)**
- CS 124 Introduction to Information Systems (3)
- CS 128 Information Technology Infrastructure (3)
- CS 132 Networking Fundamentals (3)
- CS 136 Learn Programming using Games (3)
- CS 230 Intermediate Programming (3)
- CS 234 Computing and Society (3)
- CS 238 Requirements Analysis (3)
- CS 242 Object-Oriented Design (3)
- CS 246W Computer Security Fundamentals (3)

**Computer Science Courses – Upper Division (34 units)**
- CS 304 Human Computer Interaction (3)
- CS 308W Database Management Systems (3)
- CS 312W Software Frameworks (3)
- CS 316W Information Systems Project Management (3)
- CS 320W Software Engineering (3)
- CS 420W Quality Management Standards for IT (3)
- CS 424W Business Architecture and Process (3)
- CS 426W IT Service Management (3)
- CS 428W Network Administration (3)
- CS 432W Web Programming (3)
- CS 490BW Computer Information Systems Senior Project (4)

**Program Data**

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

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

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


**Program Completion** - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.
**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees...................................................... $42,326
- Books and Supplies................................................... $7,000
- Room and Board...................................................... Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Child Development

Mission
The mission of the Child Development Department is to provide students with current and representative perspectives in theory and research in the field, bringing to the forefront of its curriculum evidence-based practices that are culturally and linguistically relevant to diverse children and families. The department embraces the scholar-practitioner model, which inspires students to:

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

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

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

The Child Development degree paths help prepare students to work in early care and education settings, to enter Multiple Subject credential programs needed for teaching in elementary schools, and to pursue careers serving children and families in community agencies. Potential career options for Child Development graduates include, but are not limited to:

- Early Childhood Teacher/Assistant
- Director of Child Development Programs
- Family Day Care provider
- Infant-Toddler Child Care provider/teacher
- School Age Child Care Provider
- Elementary School Pre-Teacher Training
- Preschool and Child Development Center Administrator
- Parent Educator
- Human Services Agency Representative
- Mental Health consultant
- Elementary and Secondary School Staff Member
- Child/Youth advocate in Social and Legal Arenas
- Child and Family Counselor
- Public Health and Health Care Professional
In addition to entering careers in the child development field, students may also use this program as a bridge to graduate school, such as doctoral work in psychology, special education, social welfare, family health, and college teaching, among other disciplines.

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

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

Associate of Arts in Child Development

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

The curriculum in the AA in Child Development is designed with a two-fold purpose:

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

Completion Requirements
To meet the academic requirements for graduation with an AA in Child Development, the student must:

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

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

- General Education Courses ............................................. 28 units
- Child Development Courses ........................................ 41 units
  - Lower Division Courses (28)
  - Electives (13)

Total = 69 units

General Education Courses (28 units)

- See the General Education section of this catalog.

Child Development Courses (28 units)

- EDU 100W Technology and Information Literacy Essentials for Educators (4)
- ECE 101 Introduction to Early Childhood Education (3)
- ECE 103 Child Growth and Development (3)
- ECE 105 Observation and Assessment Techniques (3)
- ECE 106 Child, Family and Community (3)
- ECE 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- CD 214 Understanding Children’s Behavior: Social Emotional Guidance (3)
- CD 252 Practicum in Child Development (3)

Child Development – Electives (13 units)

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

Program Data

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.
Potential Occupations - This program generally helps prepare students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other potential career options that graduates of this program may choose to pursue.

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<td>39-9011</td>
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</table>


Program Completion - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

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

- Tuition and Fees.................................................. $22,873
- Books and Supplies............................................. $3,500
- Room and Board.................................................. Not applicable

Median Loan Debt - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Bachelor of Arts in Child Development

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

Completion Requirements
To meet the academic requirements for graduation with a BA in Child Development, students must:

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

In addition, students must:

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

Degree Requirements

- General Education Courses ............................................................. 49 units
  - Lower Division (40)
  - Upper Division (9)
- Child Development Courses .............................................................. 76 units
  - Lower Division (28)
  - Upper Division (27)
  - Concentration (21)

Total = 125 units

General Education Courses

- See the General Education section of this catalog.
**Child Development**

**Lower Division (28 units)**
- EDU 100W Technology Essentials for Educators (4)
- ECE 101 Introduction to Early Childhood Education (3)
- ECE 103 Child Growth and Development (3)
- ECE 105 Observation and Assessment Techniques (3)
- ECE 106 Child, Family, and Community (3)
- ECE 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- CD 214 Understanding Children’s Behavior: Social Emotional Guidance (3)
- CD 252 Practicum in Child Development (3)

**Upper Division (27 units)**
- CD 314 Administering Child Development Programs: Center Management (3)
- CD 352 Cognitive and Language Development (3)
- CD 353 Play, Development, and Learning (3)
- CD 450 Socio-Emotional Development of Children (3)
- CD 452 Leadership and Advocacy for Children (3)
- CD 453 Research in Child Development (3)
- CD 455 Culture and Cognition (3)
- CD 456 Violence and its Impact on Children and Families (3)
- PSY 325 The Exceptional Child (3)

**Concentration Requirements (21 units)**
- Students must select one Emphasis

**Early Biliteracy Development - Concentration I**

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

Students will have the opportunity to develop a solid background on:
- First and second language acquisition and development
- Myths associated with second-language development
- Assessment of cognitive and linguistic developmental stages of bi-literate and bicultural children
- How a child’s sense of identity and self-esteem impacts the quality of that child’s learning experiences and future academic success
Some of the areas where this knowledge can be applied are education, public policy, social work, the non-profit sector, and community-based organizations. Students must complete four required courses and select 9 units of elective courses:

**Required Courses**

- CD 434 Literacy Development in Second Language Learners (Capstone Course) (3)
- CD 436 Socio-Cultural Issues in Biliteracy Education (3)
- CD 442 Methods for Second Language Learners (3)
- CD 454 Practicum in Early Childhood Education II (3)

**Early Intervention – Concentration II**

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

This is an increasingly interdisciplinary field that includes areas such as special education, pediatrics, social work, public policy, and physical and occupational therapy. The early intervention specialist acts as the consultant for parents, caretakers, physicians, and teachers in the development of the brain, emotions, and behavior of young children. This emerging role provides leadership, education, and methods for prevention, assessment, and treatment of socio-emotional problems, and developmental delays in infants and young children in the contexts of their primary relationships. Students must complete four required courses and select 9 units of elective courses:

**Required Courses**

- CD 435 Autism Spectrum Disorders (Capstone Course) (3)
- CD 454 Practicum in Early Childhood Education II (3)
- CD 457 Observation and Assessment of Differently-Able Young Children (3)
- ECE 216 Infant-Toddler Care and Education (3)
- **or** CD 219 Inclusive Practices for Young Children (3)

**School-Age - Concentration III**

The School-Age Concentration helps prepare students to work with culturally and linguistically diverse children ages five to 12 years old. Students who select this concentration will have the opportunity to:

- Understand and implement pedagogy that integrates language, reading, math, visual, and performing arts
- Understand how these conceptual systems interrelate as students effectively apply them to the developmental milestones within each discipline
- Interpret information needed to define the task of language learning and justify a set of goals and appropriate learning opportunities for children
- Relate specific instances of curriculum design to historical and current perspectives on language learning and teaching
Analyze and implement authentic and systematic observations, documentation strategies, and other effective assessment strategies in the context of family partnerships in order to positively influence children's development and learning. This concentration will help students to pursue careers in education and education support programs, after-school programs, child advocacy, counseling, social work, community-based and public agencies, and in a variety of other fields.

Students must complete 4 required courses and select 9 units of elective courses:

**Required Courses**

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

**Electives**

- CD 219 Inclusive Practices for Young Children (3)
- CD 254 Adult Supervision: Program and Professional Assessment (2)
- CD 351 Cultural Dimensions Related to Child Development (3)
- ECE 102 Principles of School-Age Child Care (3)
- ECE 104 The School-Age Child (3)
- ECE 109 Child Development in Multicultural Contexts (1)
- ECE 111 School-Age Curriculum (3)
- ECE 212 Creative Experiences for Children (1)
- ECE 213 Emergent Literacy in Early Childhood (1)
- ECE 215 Management of Child Care Settings (3)
- ECE 216 Infant-Toddler Care and Education (3)
- ECE 217 Administering a Family Child Care (1)
- ECE 218 Early Childhood Environments (1)
- ENG 401 Multi-ethnic Children’s Literature (3)

**Program Data**

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

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

- The program completion rate for July 1, 2010, to June 30, 2011, is not available because this program did not yet have any graduates.

### Program Costs

- The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.
  - Tuition and Fees: $41,375
  - Books and Supplies: $7,000
  - Room and Board: Not applicable

### Median Loan Debt

- The median loan debt for July 1, 2010, to June 30, 2011, is not available because this program did not yet have any graduates.

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

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

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

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

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

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

Associate of Arts Degree in Liberal Studies
The curriculum in the AA in Liberal Studies 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
- To provide students with knowledge and skills to enter the workforce

Completion Requirements
Students may graduate from NHU with an AA in Liberal Studies by satisfying the following requirements:

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

Note: The AA degree requires fewer General Education courses than the BA degree.
Degree Requirements

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

Total = 68 units

General Education Courses (40 units)

- See the General Education section of this catalog.

Lower Division Requirements (28 units)

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

Program Data

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

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

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</tr>
<tr>
<td>Teacher Assistants</td>
<td>25-9041</td>
</tr>
</tbody>
</table>


Program Completion - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

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

- Tuition and Fees........................................ $22,556
- Books and Supplies....................................... $3,500
- Room and Board........................................ Not applicable

Median Loan Debt - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Bachelor of Arts in Liberal Studies (Credential Option)

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

Completion Requirements
To meet the academic requirements for graduation with a BA in Liberal Studies, students must:

- Complete a minimum of 126 semester units of college credit
- Satisfy General Education Breadth requirements as described in this catalog
- Meet requirements for the major as described in this catalog
- Complete a minimum of the University’s 30 semester units residency requirement
- Complete a minimum of 15 upper division units in their major at NHU over and above those units satisfactorily completed in the equivalent major at another institution (these 15 units may be part of the last 30 residency units)
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “C” (2.0) or higher, with a “C” (2.0) or higher in all units attempted in the major
- Satisfy NHU’s writing skills requirement (pass the NHU Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement by selecting either Sequence 1: American History I and II or Sequence 2: American Government and US History

In addition, students must:

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

Degree Requirements
- General Education Courses .............................................................. 49 units
  - Lower Division (40 units)
  - Upper Division (9 units)
- Liberal Studies Courses ................................................................. 77 units
  - Lower Division (31 units)
  - Upper Division (31 units)
  - Concentration (15 units)

Total - 126 units

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

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

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

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

**Concentration I - Cross Cultural Studies**

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

**Required Courses**
- EDU 250 Field experience in the Classroom (3)
- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)
Select any two (2) of the following courses:

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

Select one (1) of the following courses:

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

**Concentration II - Child Development**

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

**Required Courses**

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

Select two (2) of the following courses:

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

**Concentration III – Chicano/Latino Studies**

The Chicano/Latino Studies Concentration is an interdisciplinary concentration that provides a well-rounded introduction to the Chicano/Latino community. Students will study this community’s important historical, cultural, social, and political issues. This community is the largest ethnic group in the region and has been dramatically underserved by social institutions, including higher education. The knowledge acquired in this concentration will enable them to be more culturally competent as classroom teachers.
Students must complete 15 units, including two required courses and three elective courses from two additional categories:

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

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

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

**Concentration VI – Math**
This Math Concentration will help prepare to those Liberal Studies students who want to teach mathematics at the secondary level. This curriculum will enhance the students’ ability to pass the subject matter exam or CSET in math.

**Required Courses**
- EDU 250 Field Experience in the Classroom (3)
- EDU 350 Field Experience in the Classroom (1)
- MAT 115 Trigonometry (3)
- MAT 120 Calculus and Analytic Geometry I (4)
- MAT 121 Calculus and Analytic Geometry II (4)

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

**Lower Division**

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

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

**Upper Division**

**Required Course**

- ETH 432 Advanced Multicultural Relations (Capstone Course) (3)

Select two of the following courses:

- ETH 310 Latinos and Social Institutions (3)
- POLI 300 Latino Politics and Public Policy (3)
- POLI 350 Introduction to Public Administration (3)

**Concentration VI – Spanish**

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

**Required Courses**

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

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

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

To meet the academic requirements for graduation with a BA in Liberal Studies, students must:

- Complete a minimum of 126 semester units of college credit
- Satisfy NHU General Education Breadth requirements as described in this catalog
- Meet requirements for the major as described in this catalog
- Complete a minimum of the university’s 30 semester units residency requirement
- Complete a minimum of 15 upper division units in their major at NHU over and above those units satisfactorily completed in the equivalent major at another institution (these 15 units may be part of the last 30 residency units)
- Complete a minimum of 45 upper division units for graduation
- Attain an overall GPA of “C” (2.0) or higher, with a “C” (2.0) or higher in all units attempted in the major
- Satisfy NHU’s writing skills requirement (pass Junior Writing Proficiency Exam)
In addition, students must:

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

**Degree Requirements**

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

Total = 126 units

**General Education Courses (49 units)**

- See the General Education section of this catalog.

**Liberal Studies Major Courses**

**Lower Division Requirements (22 units)**

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

**Upper Division Requirements (31 units)**

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

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

**Required Courses**

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

Select three (3) of the following courses:

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

**Concentration II – Chicano/Latino Studies**

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

**Required Courses**

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

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

Students explore special issues related to adolescents and young adults in the juvenile justice system, and learn about alternative approaches to juvenile delinquency that can achieve better social outcomes.

Required Courses

- CRJS 101W Contemporary Criminal Justice Systems (3)
- CRJS 201W Introduction to Law Enforcement and Corrections (3)
- CRJS 300W Juvenile Delinquency and Juvenile Justice Reform (3)
- CRJS 350W Gangs, Organized Crime, and Drugs (3)
- POL 400W Latinos and the Law (3)
- PSY 300 Developmental Psychology: Adolescence (3)
- PSY 315W Psychological Disorders and Crime (3)
- SOSC 453 Social Science Capstone (3)

Concentration IV – Political Science and Public Affairs

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

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

Required Courses

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

Concentration V – Psychology

Immigrant and lower-income Latino populations face a variety of psychological challenges. By cultivating an understanding of the intricacies of human behavior and community mental health, the student can make a difference in the lives of people, especially Latino adults and children.
The student will have the opportunity to study major areas of psychology, including personality theory, developmental psychology, and social psychology, applicable to all societal groups. Combined with their heritage and language skills, this concentration will help students promote better emotional health in their communities. In a signature course, students study best practices from real-world case studies of community mental health agencies successfully serving Hispanic and other communities.

**Required Courses**

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

**OR**

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

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

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

**Lower Division (24 units)**

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

**Upper Division (12 units)**

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

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

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

Required Courses (15 units)

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

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

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

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

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

Required Courses (9 units)

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

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

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

Mission
The mission of the Mathematics and Science Department is to provide a rigorous education that will prepare students for further study and careers involving mathematics, science, and engineering.

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

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

Goals
The goals of the Mathematics and Science curricula are to:

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

Associate of Science Degree in Mathematics and Science
The goals of the curriculum in the AS in Mathematics and Science are two-fold:

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

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

- A minimum of 32 units of General Education to satisfy the General Education Breadth requirement
- 4 units of NHU Core Courses
- All required Mathematics and Science Courses (or their equivalent) (34 units)
- Attain an overall GPA of “C” (2.0) or higher
Degree Requirements

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

Total = 70 units

Curriculum

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

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

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

Associate of Science Degree in Mathematics and Science with Engineering Concentration

The curriculum in the AS in Mathematics and Science with Engineering Concentration is designed to:
- Prepare the student to enter a four-year university to obtain a bachelor’s degree for professional careers in related fields
- Provide the student with the knowledge and skills to enter the workforce

Completion Requirements

To meet the academic requirements for graduation with an AS in Mathematics and Science with Engineering Concentration, the student must complete a minimum of 73 units of college credit, including:
- A minimum of 33 units of General Education to satisfy the General Education Breadth requirement
- 4 units of NHU Core Courses
- All required mathematics, science, and engineering courses (or their equivalent) (36 units)
- Attain an overall GPA of “C” (2.0) or higher
**Degree Requirements**

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

**Total = 73 units**

**Curriculum**

**NHU Core Courses (4 units)**

- INF 100 Information Competency (1)
- SCI 100 Computer Applications for Scientists & Engineers (3)

**General Education Courses (33 units)**

- See the General Education section of this catalog.

**Mathematics and Science Courses (36 units)**

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

**Program Data**

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

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

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

**Program Completion** - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per U.S. Department of Education guidelines.

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

- Tuition and Fees..............................................................$23,190
- Books and Supplies..........................................................$3,500
- Room and Board............................................................Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2010, to June 30, 2011. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.
Department of Teacher Education

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

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

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

2042 Preliminary Multiple Subject Credential

Degree Requirements
- Prerequisite Courses ................................................................. 6 units
- Credential Courses .................................................................. 34 units
Total = 40 units

Curriculum
Prerequisites (6 units)
- EDU 508 Educational Foundations (3)
- LIN 406 Comparative Linguistics (3)

Credential Courses (34 units)
- EDU 514 Effective Teaching and Learning (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 516 Classroom Field Experiences and Seminar (1)
- EDU 520 Second Language Learners (3)
- EDU 522 Methods: Science Curriculum and Instruction (2)
- EDU 527 Methods: Mathematics Curriculum and Instruction (2)
- EDU 529 Methods: History Social Science Curriculum and Instruction (3)
- EDU 530 Language Arts, Literacy & Reading Curriculum and Instruction (Requires Subject Matter Competency) (6)
- EDU 531 Computer Technology for Teaching/Learning 1 (2)
- EDU 550 Teaching Health Education (Requires CPR) (2)
- EDU 551 Inclusive Educational Practices (3)
- EDU 555 A/B Student/Intern Teaching Practicum (Requires Subject Matter) (4)

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

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

2042 Preliminary Single Subject Credential

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

Total=36 units

Curriculum

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

Credential Courses (33 units)
- EDU 514 Effective Teaching and Learning (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 516 Classroom Field Experiences and Seminar (1)
- EDU 520 Second Language Learners (3)
- EDU 524 Secondary Content Methods Curriculum and Instruction (Subject Matter Competency) (6)
- EDU 530 Language Arts and Reading Curriculum and Instruction (6)
- EDU 531 Computer Technology for Teaching /Learning (2)
- EDU 550 Teaching Health Education (Requires CPR) (2)
- EDU 551 Inclusive Educational Practices (3)
- EDU 555 A/B Student/Intern Teaching Practicum (Required Subject Matter Competency) (4)

Before recommendation is made to the CCTC, NHU will verify that candidates have met Subject Matter Completion, US Constitution, and fingerprint requirements, and all required examinations such as BCLAD, CBEST, and CPR. In addition, candidates must pass the CCTC/ETS-designed TPAs, which are administered and scored by NHU.
Education Specialist Mild to Moderate Special Education Preliminary Credential

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

Credential Requirements

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

Total=41 units

Curriculum

Prerequisites (5 units)
- EDU 508 Educational Foundations (3)
- EDU 531 Computer Technology for Teaching/Learning (2)

General Requirements (23 units)
- EDU 514 Effective Teaching (3)
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 516 Classroom Field Experiences and Seminar (1)
- EDU 520 Second Language Learners (3)
- EDU 530 Language Arts, Literacy & Reading Curriculum and Instruction (Required Subject Matter Competency) (6)
- EDU 531 Computer Technology for Teaching/Learning (2)
- EDU 550 Teaching Health Education (Requires CPR) (2)
- EDU 551 Inclusive Educational Practices (3)

Core Requirements (15 units)
- EDU 555 Student Teaching Practicum (4)
- SPED 500 Assessment and Instructional Planning (2)
- SPED 501 Behavioral Support and Intervention (3)
- SPED 502 Curriculum and Instruction Adaptations (3)
- SPED 503 Teaching Mild to Moderate Students (3)
Intern Credential

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

Completion Requirements

- Passage of CBEST
- Enrollment in an NHU Multiple, Single, or Special Education Credential program
- 50% or more employment
- CSET: must show official scores of all required sections of the CSET taken and passed, or possibly a waiver for Single Subject holders from a four-year California-accredited college or university
- Official transcripts of BA/BS degree
- Proof of a US Constitution test or course from a regionally-accredited college or university
- 120 pre-service semester hours
- Enrollment in EDU 565 Intern Teaching Course upon issuance of credential by the Teacher Commission

2042 Multiple and Single Subject CLEAR Credential

Teachers holding a 2042 Preliminary Credential must have a CL855 letter from their district releasing them from the induction program prior to entering the IHE program to clear credential. The following courses are required along with a support or mentor provider.

Required Course Work

- EDU561 Creating an Inclusive Classroom (3)
- EDU 562 Universal Access – Equity for All Students (3)
- EDU 567 Teaching English Language Learners (3)
- EDU 570 Context of Teaching (3)
- EDU 571 Study and Implementation of Pedagogy (3)
- EDU 572 Engaging and Supporting Students in Learning (3)

Clear Education Specialist Credential

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

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

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

Required Courses (12 units):

- SPED 505 Collaboration in Special Education (3)
- SPED 506 Advanced Curriculum in Special Education (3)
- SPED 508 Behavioral Interventions in Special Education (3)
- SPED 508 Transitional Planning in Special Education (3)

CTEL (CLAD)/BCLAD Authorization

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

CTEL/CLAD Course Work

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

Required Prerequisite (if not already completed)

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

Required Courses

- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 520 Second Language Learners (3)
- EDU 567 Advanced Study for Teaching English Language Learners (3)

CLAD Authorization

Students successfully completing the four courses listed above will apply to the CCTC for CLAD authorization to be added to current credential. CCTC will grant and reissue the credential with the CLAD authorization.
**Bilingual Authorization**

CCTC has authorized NHU to issue a Bilingual Authorization in Spanish to better meet the growing demand for teachers who possess language expertise to teach in culturally and linguistically diverse classrooms. The Bilingual Authorization includes instruction to English Learners (EL). The types of Instruction for English Learners include:

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

Teachers may obtain the bilingual authorization by doing one of the following:

- Passing scores on LOTE I-V; scores may not be older than five years
- Taking the four CTEL/CLAD courses, and passing LOTE III-V
- Completing BCLAD/Bilingual coursework (EDU 509, EDU 526, and EDU 510), and passing LOTE Test V

**BCLAD/Bilingual Authorization Coursework**

- EDU 509 Primary Language Literacy Development (3)
- EDU 510 Latino Culture (3)
- EDU 526 Primary Language Content Development (3)

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

**Bachelor of Arts in Liberal Studies, Education Concentration with a Multiple Subject Credential (Integrated Credential)**

The BA in Liberal Studies, Education Concentration (Integrated Credential) is designed to work in conjunction with NHU’s Preliminary Multiple Subject Teaching Credential. Together the two programs provide a broad and rigorous educational experience that help prepare candidates for teaching careers at the elementary level one year sooner than students who follow a more traditional pathway toward teacher licensure. This accelerated pathway leads concurrently to a BA in Liberal Studies and a Preliminary Multiple Subject Teaching Credential (California).

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

**Curriculum**

**General Education Courses (49)**

- See the General Education section of this catalog.

**Note:** Before beginning coursework in BA in Liberal Studies, Education Concentration, students must:

- Complete the specific General Education coursework requirement
- Have an overall cumulative GPA of 2.5 (or higher) on a 4.0 scale in their general education courses
- Successfully complete the NHU Junior Writing Proficiency Exam and Fingerprint Clearance
Note: Courses with a “U” below denote a cohort specific to the Education Concentration and into which education content and concepts will be introduced.

Courses in Major (77 units)
- Information Computer Applications
  - CS 120 Integrated Computer Applications (3)
  - INF 100 Information Literacy (1)

Lower Division (18 units)
- CD 100U Child Growth and Development (3)
- CHE 130U Chemistry (3)
- EDU 120 Dance and Music for Children (3)
- ETH 265U Minorities in the US (3)
- MAT 200U Conceptual Geometry (3)
- PHY 120U Physics (3)

Upper Division (18 units)
- ENG 401U Multi-ethnic Children’s Literature (3)
- ETH 400U Gender, Race, and Culture in American Society (3)
- GEO 300U Cultural Geography (3)
- HIS 313U California History (3)
- HIS 414U World History (3)
- MAT 312U Educational Statistics (3)

Concentration (37 units)
- EDU 447U Theoretical Foundations of PE and Health Education for K-8 (3)
- EDU 550U Teaching Health Education (2)
- EDU 508U Educational Foundations (3)
- EDU 514U Effective Teaching and Learning (3)
- EDU 515U Cultural Diversity in the Classroom (3)
- EDU 516U Classroom Field Experience and Seminar (1)
- EDU 520U Second Language Learners (3)
- EDU 522U Methods: Science Curriculum and Instruction (2)
- EDU 529U Methods: Science Curriculum and Instruction (3)
- EDU 531U Computer Technology for Teaching and Learning (2)
- EDU 551U Inclusive Educational Practices (3)
- LIN 406U Comparative Linguistics (3)

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

To be recommended for the Multiple Subject Credential, students must complete the following six units and requirements:

- EDU 527 Methods: Mathematics Curriculum and Instruction (2)
- EDU 555 Student Teaching Practicum (4)

Examinations

Required Examinations

- **Junior Writing Examination**: All students entering the Integrated Multiple Subject Credential program resulting in the issuance of a Multiple Credential must pass the Junior Writing Exam prior to entering the program and have completed 60 units of the General Education Program.

- **CBEST: Basic Skills Examination**: Students must satisfy the Basic Skills requirement by completing one of the options below prior to admission to semester 1 of the Blended Credential Program. It is highly recommended candidates take the Basic Skills examination as soon as the lower division math requirements for the Liberal Studies major are completed. Options for the CBEST are listed below:
  - **Option #1**: CBEST Examination
  - **Option #2**: Pass all three subtests of the CSET Multiple Subject examination in addition to the CSET: Writing Skills Examination. The new CSET: Writing Skills test is part of a new option for credential candidates to meet the state basic skills requirement. This option is available only to candidates who are planning to earn a Multiple Subjects credential. Candidates who have already passed the CBEST do not need to take the CSET: Writing Skills Examination.

- **CSET Multiple Subject Examination**: Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Students admitted to the BTCP program must pass the CSET Multiple Subject examination prior to student teaching. The CSET examination consists of three subtests: Subtest I: Reading Language and Literature: History and Social Sciences Test Code 101; Subtest II: Science; Mathematics Test Code 102; Subtest III: Physical Education; Human Development; Visual & Performing Arts test Code 103.

  **Note**: CBEST and CSET must be passed prior to entering the Reading Language Arts Course.

- **RICA**: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for all Multiple and Educations Specialist credential candidates.

- **California Teacher Performance Assessments (CALTPA)**: The CCTC requires all candidates for a preliminary Multiple Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential.

- **CPR (infant, child, and adult)**

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

  - Students must attain an overall GPA of “B” (3.0) or higher in all education units attempted in the BA in Liberal Studies, Education Concentration major.
  - Bachelor of Arts in Liberal Studies, Education Concentration with a Multiple Subject Credential
The BA Liberal Studies, Education Concentration is designed to work in conjunction with NHU’s Preliminary Multiple Subject Teaching Credential. Together, the two programs provide a broad and rigorous educational experience that prepares candidates for a career as a teacher at the elementary level one year sooner than students who follow a more traditional pathway toward teacher licensure. This accelerated pathway leads concurrently to a BA in Liberal Studies and a Preliminary Multiple Subject Teaching Credential (California).

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

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

Vision
The vision of the Master of Arts in Education (MAEd) is to provide an education that prepares teacher leaders with a deep understanding of cultural and educational concepts, tools of inquiry, and structures of the discipline(s).

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

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

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

Learning Objectives
The MAEd strives to advance the knowledge and skill of educators in curriculum development and instructional pedagogy in order to reduce the achievement gap in underprepared or underperforming students through extending and refining the instructional practices attained in their previous studies. Students enrolled in the MAEd program at NHU will have the opportunity to:

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

• Understand, evaluate, and apply research, data, and technology to guide educational practices.

Program of Study
The MAEd in Teaching and Learning requires 33 semester units of graduate work. Courses taken in the 500 level may also be applied toward the Master in Education program. Transfer and/or extension credits are only accepted when the credits are acceptable for Master's degree credit and when the objectives and requirements match the corresponding NHU 600-level courses. At least 18 units must be completed in residence. (Candidates are assigned to a cohort who meets weekly throughout the program.)

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

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

The MAEd in Teaching and Learning requires:
• 33 semester units of graduate work. Courses taken in the Teacher Credential Program (EDU 508, 515, 567, and 520) may also be applied toward the Master Program.

• Transfer and/or extension credits are only accepted when the credits are acceptable for Master's degree credit and when the objectives and requirements match the corresponding NHU 600 courses.

• At least 18 units must be completed in residence. (Candidates are assigned to a cohort who meets weekly throughout the program.)

• Candidates must maintain a GPA of 3.0 in all coursework. Only courses with “A,” “B,” or “C” grades are counted to satisfy requirements for the degree. Required courses with a grade of “D” or “F” must be repeated.

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

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

The Specialization in Special Education is for experienced special educators who wish to advance their professional skills and practice to better meet the needs of students with special needs. This program incorporates the latest developments in the areas of neuroscience, assessment, and scientifically-based interventions to help educators work more effectively with diverse groups of students.

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

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

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

Core Courses (18 units)

- EDU 608/608W Educational Foundations in Today’s Society (3)
- EDU 615/615W Diversity in the Classroom (3)
- EDU 620/620W Second Language Acquisition (3)
- EDU 667/667W Instructional Strategies for English Learners (3)
- EDU 699A/669AW Research in Education (3)
- EDU 699B/669BW Applying Research in Education (3)

Teaching and Learning Courses (15 units)

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

Special Education Specialization (15 units)

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

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

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

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


Program Completion - The program completion rate for July 1, 2010, to June 30, 2011, is not available because this program was not yet offered.

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

- Tuition and Fees...................................................... $12,085
- Books and Supplies.................................................... $1,800
- Room and Board.................................................... Not applicable

Median Loan Debt - The Median Loan Debt for July 1, 2010, to June 30, 2011 is not available because this program was not yet offered.
Translation and Interpretation Certificate Program

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

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

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

To fulfill its vision, the T&I Program is committed to:

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

Objectives
Graduates from the program will learn:

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

Entrance Requirements
To apply to the T&I Program, prospective students must fulfill the minimum entrance requirements:

- High school diploma or equivalent (GED)
- Fluency in both English and Spanish (ability to speak, read, and write at advanced level). This will be determined by:
  - Interview with the coordinator of the program
  - Placement examinations (English Accuplacer and English-Spanish translation test)

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

Required Courses

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

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

Program Data

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

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

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


Program Completion - The program completion rate is the percentage of students who graduated between July 1, 2010, and June 30, 2011, who completed this program in the normal completion time. Frequently, students at NHU choose to attend on a part-time basis and as a result, their completion times may vary substantially.

<table>
<thead>
<tr>
<th>Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time completion rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- Tuition and Fees..........................$7,182
- Books and Supplies..........................$1,800
- Room and Board..........................Not applicable
Median Loan Debt - The following is the median amount borrowed by all students who completed the program between July 1, 2010, and June 30, 2011. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

<table>
<thead>
<tr>
<th>Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV Program Loans</td>
<td>$0</td>
</tr>
<tr>
<td>Private Educational Loans</td>
<td>$0</td>
</tr>
<tr>
<td>Institutional Educational Loans</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Median Loan Debt reflects the amount borrowed only after NHU’s change of ownership occurred on April 15, 2010.*
Course Descriptions

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

Anthropology (ANT)

ANT 100 Introduction to Anthropology
3 units
Students will be provided with an overview of the discipline, which includes the study of the theory of evolution, the origins of mankind, early human cultures, and cultural systems in cross-cultural comparison. Students will gain an appreciation of what it has meant to be human in different places during different historical eras. Students will explore how humans adapt to, interpret, and affect the world in which they live.

Prerequisites: None

ANT 125/ANT 125W Human Understanding and Development
3 units
This course examines the human cycle in its sociocultural, psychological, and biological contexts. It offers a cross-cultural perspective on the life cycle, and more generally, on what it means to be human.

Prerequisites: None

ANT 422 Cultures of Mexico
3 units
The course is a survey and analysis of the major cultures and civilizations of Mesoamerica. Students will learn about the nature and impact of the Spanish Conquest and Colonization, along with a review of contemporary status and issues of indigenous people in Mexico.

Prerequisite: Upper Division Standing

Art (ART)

ART 100 Art Appreciation
3 units
This course is designed to provide an introduction to an understanding of the visual arts, including works of various media such as painting, sculpture, and decorative arts (ceramics, metal, textiles, furniture, etc.). Artwork will be viewed with attention to style, meaning, materials, and techniques used by individual artists within the milieu of history and society. Students will learn to recognize aesthetic qualities and to respond to them analytically.

Prerequisites: None

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Art 101W Introduction to Fine Arts
3 units
This course introduces students to various art forms and art criticism. Topics include the elements that comprise a work of art and the commonalities that exist across the arts disciplines. Throughout the course, students analyze works of art, artistic techniques, and reactions to art; explore relationships between art and the context in which it was created; and develop skills in critiquing art. Students attend a local art exhibition, performance, or presentation as part of a course project.

Prerequisites: None

ART 238 Visual and Performing Arts
3 units
This course examines a wide range of visual and performing arts, with a concentration on classroom application and demonstration.

Prerequisites: None

Biology (BIO)

BIO 100 General Biology
4 units (3 lecture units and 1 lab unit)
This course is an introductory level general biology course and lab that fulfills the General Education 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; and (4) ecology and environmental science. The course objective is to foster the ability to think critically and independently, regarding biological phenomena.

Prerequisites: None

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

Prerequisites: None

Note: This course replaced BIO 100 General Biology Lecture.

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**BIO 101L General Biology Lab**

1 unit

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

*Prerequisites: None*

**BIO 102W General Biology**

4 units

Bio 102 explores the Biological intricacies of life through investigative inquire. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions, application-based assignments, and hands-on lab work that emphasize basic biology, cell biology, metabolism, genetics, evolution, ecology, and diversity. Students also gain an introduction to the scientific method. Through this course, students have the opportunity to increase their fundamental understanding of biology as it applies to everyday life.

*Prerequisites: None*

**Business (BUS)**

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

3 units

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

*Prerequisites: None*

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

3 units

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

*Prerequisites: None*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**BUS 120/BUS 120W Microeconomics**

3 units

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

*Prerequisites: None*

**BUS 121/BUS 121W Macroeconomics**

3 units

This course deals with the organization of the economics order with concentration on macroeconomics. It is a brief summary of the development of the study of economics with a description of the private enterprise system. A study of forces affecting the national economy, money and credit, income, employment, prices, and monetary and fiscal theories and policies are explored. (Formerly BUS 311)

*Prerequisites: None*

**BUS 240/BUS 240W General Accounting Principles**

3 units

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

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

**BUS 245/BUS 245W Managerial Accounting**

3 units

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

*Prerequisites: BUS 101 and BUS 240*

**BUS 250/BUS 250W Legal Environments of Business**

3 units

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

*Prerequisite: BUS 101*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**BUS 260/BUS 260W Business Statistics**  
3 units  
This course covers the theory and application of probability and statistics for managerial decision-making. Students learn to collect, analyze, and present data; evaluate and explain conclusions drawn for analyzing measurements of central tendency dispersion and probability distributions; compute correlation and regression analyses; and perform hypothesis testing. In addition, students apply modeling tools to analyze business problems and opportunities.  
*Prerequisites: BUS 101, MAT 100*

**BUS 314W Business Seminar: Owning your Career**  
3 units  
This course examines career-planning tools. Students apply resultant skills to develop resumes to be refined throughout the program. Students assess their progress toward achieving the personal and professional efficacy goals, as well as business skills objectives identified in BUS 113. The assessment is incorporated into the update of the BUS 113 development plan. Students familiarize themselves with the capstone project process and start the capstone journal.  
*Prerequisite: BUS 113*

**BUS 325/BUS 325W Business Communication**  
3 units  
This course develops skills in oral and written communication. Emphasis is on clarity, authenticity, and creativity of language in presentations, and the role of interpretation as a key to understanding oral and written text. Students learn to apply language theory to business communication issues. Class lectures may address specific works drawn from interpretation and communication authors. (Formerly BUS 225)  
*Prerequisites: ENG 100, SPC 100*

**BUS 331/BUS 331W Small Business Management**  
3 units  
This course examines the steps and processes for starting a small business, and managing it from start-up stage into a “gazelle” and beyond. Market research includes feasibility study, income potential, environment scanning, and “strengths, weaknesses, opportunities, and threats” SWOT analysis. Marketing Strategies include the “product, price, place, and promotion” (the “4Ps”) and management operations, taxation, and financial forecasting and management. (Formerly BUS 241)  
*Prerequisite: BUS 101*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
BUU 343/BUS 343W International Business Operations
3 units
This course encompasses the major aspects of international business environments and operations with an emphasis on the strategic and operational issues that firms face when they do business abroad. Key themes include the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the socio-cultural aspects of doing business globally.

Prerequisite: BUS TBD Operations Management

BUS 344 Personal Financial Management
3 units
The course was designed as an introduction to basic theory and application of personal finance principles and is directed toward the undergraduate student with little or no prior finance or accounting knowledge. The primary goal is to provide a foundation in personal finance to allow students to develop a financial plan that they can use to reach their individual life goals and objectives.

Prerequisites: None

BUS 346W International Finance
3 units
This course introduces students to the field of international finance. Primarily, emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking.

Prerequisite: BUS 440

BUS 351/BUS 351W Business Ethics
3 units
This course examines ethical problems and conflicts encountered in both the American and international business scene. It explores the Judeo-Christian ethical system; values and ethics, situation ethics, the link between personal and business ethics; codes of ethics; and ethics and culture in international business. The course helps build an understanding the relationship between knowing, doing, and being, and its implications for business in a multicultural world. (Formerly BUS 251)

Prerequisite: ENG 100

BUS 368 Project Management
3 units
This course examines project management from both the strategic and operations point of view. Quantitative methods taught include project planning, budgeting, evaluation, selection, scheduling, and control. Qualitative methods taught include project organization structure, staffing, and team building. The role and responsibilities of project managers are examined, and how they interact with other managers. Students are required to carry out a group project. (Formerly BUS 168)

Prerequisite: BUS 101

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
BUS 370/BUS 370W Principles of Marketing
3 units
This course teaches marketing principles and policies; marketing functions, price policies, and controls; trade channels, merchandising, market research, government regulations, and competitive practices; and the integration of marketing with other activities of the business enterprise. (Formerly BUS 270)

Prerequisites: ENG 100, BUS 101

BUS 372 Sales Techniques and Management
3 units
This course teaches the importance of good salesmanship, personal qualifications, and management required for effective selling; psychological principles involved in selling; the sales interview; the salesman as a merchandiser; use of advertising; customer services; sales correspondence and records; and how to conduct a sales meeting.

Prerequisite: BUS 370

BUS 375 Consumer Behavior
3 units
The course reviews the cultural differences that exist among consumers within a multicultural community. The course analyzes cultural identity (its origins, customs, values, beliefs, philosophy, and language-based research methods) and focuses on ways to use this knowledge to better understand the consumer issues and challenges stemming from market globalization. (Formerly BUS 332)

Prerequisites: BUS 101, BUS 370

BUS 376W Marketing Management
3 units
This course is designed to instruct students in creative decision-making for marketing mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation, and control of the marketing plan.

Prerequisite: BUS 370

BUS 377 Hispanic Marketing
3 units
This course studies marketing management with focus on Hispanic consumers as a significant factor for marketing management considerations in the United States. This course focuses on the traits, circumstances, and opportunities of the Latin American consumer market, as well as explores the unique attributes and cultural differences that help differentiate this market from other ethnic groups.

Prerequisite: BUS 370

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**BUS 378W Marketing Communication**
3 units
This course prepares the student to effectively develop targeted communications (written, spoken, broadcast, and printed) that specifically support the marketing initiatives and strategies of any planned effort. Students will use the tools and skills of integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. Basic principles are applied to assess successful and failed marketing communications efforts. Students will create a portfolio of useable approaches.

*Prerequisite: BUS 370*

**BUS 380W Hispanic Marketing in a Multicultural Context**
3 units
This course addresses key issues in marketing, including marketing management, communication, and social entrepreneurship, with special relevance for business environments that seek to incorporate the Hispanic culture perspective in an explicit manner. It emphasizes the role of language and culture as a key element in the practice of marketing. The course addresses the role of ethics in marketing as marketers seek to build relationships that are mutually beneficial and profitable in a multicultural and transnational setting. It also imbues practical decisions in this field with a new understanding of the concept of ethical action required in a multicultural global setting.

*Prerequisites: BUS 376, BUS 278*

**BUS 381/BUS 381W Management and Organization Behavior**
3 units
This course is a multidisciplinary and integrative approach to organizational action based on theories of culture, theory of self-generation (auto-poiesis) in social systems, theories of language, and theory of action. Students learn applications for organizational research and organizational development. (Formerly BUS 281)

*Prerequisite: BUS 101*

**BUS 382/BUS 382W Human Resource Management**
3 units
This course addresses the design of systems of rewards, assessment, and manpower development. It examines the interaction of selection, placement, training, personnel evaluation, and career ladders within the on-going organization. Role of the staff manager is also covered. The course includes a critical examination of behavioral research versus language-oriented (interpretive) approaches for solving human resource management problems.

*Prerequisites: BUS 101, BUS 381*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**BUS 383W Strategic Human Resource Management**

3 units

Students learn to align human resource management functions and activities with corporate strategic goals. Strategies such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards are compared and contrasted. The impact on employee motivation and retention is also examined.

*Prerequisite: BUS 382*

**BUS 384W Human Resource Development and Change**

3 units

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

*Prerequisite: BUS TBD Strategic Human Resource Management*

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

3 units

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

*Prerequisite: BUS TBD Human Resource Development and Change*

**BUS 386W Managing Diversity**

3 units

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

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

**BUS 390W Business of the Americas in an International Economy**

3 units

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

*Prerequisites: BUS 343, BUS 345, BUS 346*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
BUS 400 Business Policy Capstone

4 units

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

Prerequisites: All courses within emphasis

BUS 401W Senior Capstone Experience

4 units

This course provides a critical and integrative examination of business in a manner that allows for the incorporation of personal experience and knowledge from the perspective of Hispanic language and culture. Students apply culturally aware insights that bring new relevance to the practice of their profession. During this course students evaluate their progress in achieving the objectives in their personal and professional efficacy development plan begun in BUS 113W and updated in BUS 314W. The feedback is applied to the preparation of the capstone project presentation that includes evaluation of a company’s strategy and recommendations to improve the organization’s competitive advantage. (For online or mixed mode students)

Prerequisites: All upper division courses completed or in progress

BUS 431 International Business

3 units

This course is a survey of the basic characteristics of international business. It explores how differences in religion, culture, and political, social, and legal environments affect the way business is conducted internationally and provides a conceptual framework for analyzing international business problems. (Formerly BUS 371)

Prerequisite: BUS 101

BUS 440/BUS 440W Financial Management

3 units

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

Prerequisites: BUS 101, BUS 360

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**BUS 450/BUS 450W Strategic Management**

3 units

This course includes integrative study, case analysis, and discussion analyzing the interrelationships of managerial decisions and/or actions with and between the firm and its environment(s). It applies multidisciplinary techniques to diagnose and recommend actions.

*Prerequisite: Senior Standing*

**BUS 476 International Marketing**

3 units

This course examines problems international business people must deal with and the ways they may be resolved and analyzed via case studies. It includes institutions, principles, and methods; the effect of national differences on business practices; and exporting and importing. (Formerly BUS 376)

*Prerequisite: BUS 370*

**BUS 480/BUS 480W Leadership**

3 units

This course emphasizes the development of leadership attributes and skills for promoting managerial effectiveness in problem solving and decision making within organizations. Focus is on developing abilities and insights for re-examining existing leadership styles and ways of thinking, anticipating change, and communicating a corporate vision clearly. The discussion of topics is guided by theories of self-organization and interpretive approaches to organization development. (Formerly BUS 380)

*Prerequisite: BUS 101*

**BUS 481W Operations Management**

3 units

This course provides students with an overview of the concepts, methodologies, and applications of business operations management. Topics include supply chain and product design and management, process selection and design, process-flow analysis, managing quality, forecasting, and capacity planning.

*Prerequisite: BUS 101*

**Child Development (CD)**

**CD 100 Child Growth and Development**

3 units

This course focuses on the study of psychological growth and development from the prenatal stages to adolescence. It emphasizes the process through which children move forward physical, mental, social, and emotional maturity, and the roles that their culture and natural learning environments play in their continuing development. The impact of cultural/ethnic variations on the lives of children, families, and society are explored. Individual differences in learning are discussed from within a culturally sensitive framework.

*Prerequisites: None*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**CD 200 Child Development and Community Relationships**

3 units

This course is a study of the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Special attention is given to cultural diversity, social class, gender roles, and their impact on family behavior, values, morals, and attitudes.

*Prerequisites: CD 100 or ECE 103*

**CD 214/CD 214W Understanding Children’s Behavior: Social Emotional Guidance**

3 units

This course focuses on understanding and analyzing young children’s behavior while fostering healthy social and emotional development in preschool and primary-age children. The course will provide students with strategies for creating theory-based, individualized, child-centered interventions, and for establishing nurturing classroom learning communities in which all children feel safe, valued, and genuinely respected. The course will also provide an overview of guidance theories that focus on prosocial behavior while considering the child’s developmental level as well as family and cultural contexts. (Formerly ECE 214)

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

**CD 219/CD 219W Inclusive Practices for Young Children**

3 units

This course examines the four largest categories of exceptionality among young children: learning disabilities, speech and language impairments, developmental delays, and emotional disturbance. It identifies the various special needs of young children, including the gifted. This course also examines inclusive practices for children from birth to age 5, focusing on preschool-age environmental and curricular modifications. It specifically addresses ways to promote and support success in children within relationship-based child care. Students work on strategies for meeting the needs of individual children, including making adaptations and modifications in the environment and to the curriculum.

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

**CD 252 Practicum in Child Development**

3 units

Combining field experience and seminars relating theory and research to practice, this course focuses on developing reflective practitioners who will become more aware of their own teaching styles in relation to curriculum planning and children’s needs. Students focus on planning and implementing developmentally appropriate activities for culturally and linguistically diverse children, including children with special needs, while addressing the physical, social, emotional, and cognitive developmental domains.

*Prerequisites: Completion of 12 units in ECE or Child Development*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**CD 254 Adult Supervision: Program and Professional Assessment**

2 units

This course provides an in-depth study of effective management and supervision procedures in child development settings. It emphasizes the study of methods and principles of program planning and professional assessment, evaluation, and communication appropriate for individuals who supervise adult teachers and volunteers in child-development programs.

*Prerequisites: Completion of 12 units in ECE or Child Development*

**CD 314/CD 314W Administering Child Development Programs: Center Management**

3 units

This course presents an overview of principles and practices of administration and supervision of child development programs, including licensing and other regulation requirements. Students examine program goals and philosophies, the laws relating to child care, professional advocacy for children and their families, principles of business and fiscal management, and the financial policies and procedures used in public and private programs.

*Prerequisite: Upper Division Standing*

**CD 351 Child Development in Multicultural Contexts**

3 units

This course explores the concept of culture and examines human development as a cultural process. Students examine how cultural values impact childrearing practices and goals for a child’s development. They analyze child development concepts, theories, and practices in relationship to various cultural values and the implications for professionals working in multicultural human services and education environments. Research paper is required.

*Prerequisite: Upper Division Standing*

**CD 352/CD 352W Cognitive and Language Development**

3 units

This course covers theories and research on the stages of child language acquisition, first and second language learning, the relationship between language and cognition, and how they relate to the development of oral and written languages. Students focus on multicultural, language-rich environments that support language and literacy development of monolingual and dual-language learners in group-care settings and schools. Students also critically analyze current research on brain development in the first five years and its impact on developmentally appropriate practice for children.

*Prerequisite: Upper Division Standing*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**CD 353/CD 353W Play, Development, and Learning**

3 units

Focusing on major theories of play and contemporary, research-based perspectives, including the relationships between play, child development, and learning, this course addresses the implications of play to the child’s socio-emotional, cognitive, and physical development. Students consider cultural and developmental perspectives, theories in practice, and a theoretical-methodological framework for structuring, observing, and analyzing play. Topics include stages of development of play from infancy through middle childhood from the perspectives of Piaget, Vygotsky, Elkind, Freud, Erickson, and Mead, as well as anthropological perspectives on play and culture.

*Prerequisite: Upper Division Standing*

**CD 434/CD 434W Literacy Development in Second Language Learners**

3 units

This course examines the development of listening, speaking, reading, and writing in first and second languages as it relates to children’s socio-emotional, physical, and cognitive development. Students explore the social and psycholinguistic underpinnings of communicative competence, emerging literacy, and conceptual development in both home and second languages. With an emphasis on oral language and on literacy in children’s first language, this course encourages students to use these as a way to support children as they formally learn to speak, read, and write English.

*Prerequisite: Upper Division Standing. This is a required capstone for the Early Biliteracy Development Concentration.*

**CD 435/CDW 435 Autism Spectrum Disorders**

3 units

This course examines the psychological, physiological, social, and educational characteristics of children ages 18 months to 5 years who have been identified as having an Autism Spectrum Disorder (ASD). Topics include ASD etiology, assessment, diagnosis, and empirically proven treatments and educational strategies.

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

**CD 436/CD 436W Socio-Cultural Issues in Biliteracy Education**

3 units

What are the issues that affect the socialization and enculturation of bilingual children in a multicultural society? This course emphasizes the instrumental role that educators play in empowering culturally and linguistically diverse families. Students develop approaches that help children and the adults who care for them embrace diversity, recognize social bias, and take action on their own and others’ behalf. Students explore strategies for establishing teacher-parent relationships that are based on mutual respect, equality, and trust.

*Prerequisite: Upper Division Standing*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**CD 440 Appropriate Practices Across the Curriculum Through Pedagogy**

3 units

An introduction to curriculum and pedagogy, this course provides students with the understanding of basic skills and knowledge they must have in order to recognize and effectively respond to a variety of teaching situations as they address the needs of culturally and linguistically diverse children. Students focus on pedagogical practice and developmental perspectives in the areas of language, reading, math, and visual and performing arts while developing strategies for providing a nurturing instructional environment for children.

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

**CD 442/CD 442W Methods for Second Language Learners**

3 units

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

Prerequisite: Upper Division Standing

**CD 450/CD 450W Socio-Emotional Development of Children**

3 units

This course focuses on the psychological foundations of children’s socio-emotional development from the neonatal stage to age 12. Students examine children’s socio-emotional development in relation to family dynamics and community interrelationships and consider play as a central medium for socio-emotional development in childhood. This course emphasizes the healthy socio-emotional development of children from diverse backgrounds and the interaction between brain development and interpersonal interrelationships.

Prerequisite: Upper Division Standing

**CD 452/CD 452W Leadership and Advocacy for Children**

3 units

In what ways can child development professionals advocate for children and their families? This course includes critical examination of current leadership, advocacy, and policy issues as they relate to the involvement of families in child development settings and schools, bilingual education, family literacy programs, and community-based services for families and children from diverse cultural, linguistic, and socioeconomic backgrounds. Students explore the connection between theory, policy, and systems analysis and their own practical experience in leadership at their worksites and/or in their communities

Prerequisite: Upper Division Standing

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
CD 453/CD 453W Research in Child Development
3 units
This course covers different research methodologies for observing and understanding children’s behavior and their implications for policy making in the child development field. It includes critical analysis and evaluation of qualitative and quantitative research in child development and their implications for curricula in schools and child development programs serving children from infancy through middle childhood. Students have an opportunity to develop skills needed to locate, understand, and critique research findings. They will also design a research project.

Prerequisite: Upper Division Standing (Required Capstone Course)

CD 454/CD 454W Practicum in Early Childhood Education II
3 units
This course combines in-depth field experience in various types of child development programs with seminars as it integrates theory and research into practice. It focuses specifically on the role of the educator supervising other adults while simultaneously addressing children’s needs and establishing relationships with families. Students explore planning and implementation of developmentally appropriate activities for culturally and linguistically diverse children while addressing the physical, social, emotional, and cognitive developmental domains.

Prerequisite: Upper Division Standing

CD 455/CD 455W Culture and Cognition
3 units
This course covers major theories and contemporary research findings on child cognitive development from birth to age 12, focusing on the socio-cultural and biological underpinnings of cognitive development. With an emphasis on the relationship between culture and cognition, students explore foundations of cognition, perception, mental representation, problem-solving, reasoning, memory, metacognition, and social cognition.

Prerequisite: Upper Division Standing

CD 456/CD 456W Violence and its Impact on Children and Families
3 units
Integrating research, theory, and applied approaches on domestic violence, this course provides a foundation covering a range of “good enough” and disturbed care giving, including maltreatment. This foundation provides students an opportunity to understand the impact of domestic violence on every member of the family, including children and teens, the behavioral and emotional effects of exposure to violence, and the importance of community support in overcoming such effects.

Prerequisite: Upper Division Standing

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**CD 457/CD 457W Observation and Assessment of Differently Abled Young Children**

3 units

This course focuses on the principles and practices of observation and assessment of young children who are differently abled. Students explore advanced observation and assessment techniques, develop a working knowledge of commonly used assessment tools, and practice writing objective, descriptive, and culturally inclusive assessment reports.

*Prerequisite: Upper Division Standing*

**Chemistry (CHE)**

**CHE 130 Chemistry**

3 units

This course introduces the fundamentals of elementary chemistry and includes nature and characterization of matter, chemical changes, formulas, gas laws, concept of the mole, solution and ionic equilibrium reactions, atomic structure, and chemical bonding.

*Prerequisite: MAT 100*

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

5 units (4 lecture units and 1 lab unit)

This course is the first in the chemistry sequence for majors in biology, chemistry, engineering, or other physical sciences. This course covers fundamental chemical principles with emphasis on: atomic structure, bonding, periodicity, nomenclature, reactions, stoichiometry, thermochemistry, physical states of matter, molecular equilibrium, acid-base concepts, and oxidation reductions. A laboratory program complements lecture.

*Prerequisites: Proficiency in high school chemistry or CHE 130; proficiency in high school physics or PHY 120; proficiency in high school algebra, geometry, and trigonometry or MAT 100*

**CHE 150B General Chemistry for Scientists and Engineers II**

4 units (3 lecture units and 1 lab unit)

This course is the second of a chemistry sequence for majors in biology, chemistry, engineering, or other physical sciences. This course covers fundamental chemical principles with emphasis on organic chemistry, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, coordination compounds, and nuclear chemistry. A laboratory program complements lecture.

*Prerequisite: CHE 150A*

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**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Computer Science/Information Systems (CS)

**CS 120 Integrated Computer Applications**
3 units
Course discusses productivity software packages and Internet tools for use in business and educational settings. The course emphasizes the use of word processing, professional presentation, database, and spreadsheet software packages. Applications include verbal, numerical, and graphical forms to communicate, analyze and provide solutions to business and educational problems.

*Prerequisites: None*

**CS 124 Introduction to Information Systems**
3 units
This course surveys the field of information systems, covering technology, application, and career issues. It illustrates how business and technology decisions affect individuals, organizations, and society.

*Prerequisite: ENG 100*

**CS 128 Information Technology Infrastructure**
3 units
This course introduces some of the most important aspects of the hardware, software, data, and communication technologies that support information systems. Proper management and use of these components have significant impact on the success or failure of the business enterprise.

*Prerequisite: ENG 100*

**CS 132 Networking Fundamentals**
3 units
This course explores the concepts, components, design, and governance of information and communication infrastructure as implemented in the Internet protocol stack and critical Internet services and applications.

*Prerequisite: CS 128*

**CS 136 Learn Programming Using Games**
3 units
This course introduces fundamental notions of computer programming, computational thinking, and problem solving using a modern programming language. By representing real-world objects, actions, and information, students gain hands-on practice in designing, creating, and implementing computing solutions to various problems. The course uses attractive media to showcase creative solutions.

*Prerequisite: MAT 100*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**CS 230 Intermediate Programming**
3 units
This course elaborates and applies key concepts of object-oriented programming, such as hierarchy, modularity, and abstraction. Students reinforce their hands-on skills in designing, creating, running, and testing programs.

*Prerequisite: CS 136*

**CS 234 Computing and Society**
3 units
Information systems have significant and often unintended effects on social concerns such as privacy, democracy, equity, security, economic progress, and intellectual property rights. In this course, real-world and hypothetical case studies illustrate the social, ethical, and legal issues inherent in the design and use of information systems.

*Prerequisite: CS 132*

**CS 238 Requirements Analysis**
3 units
The analysis and definition of system requirements is critical when developing information systems. This course presents systematic techniques to identify key stakeholders and elicit, represent, and analyze their functional and quality expectations for the system.

*Prerequisite: CS 128*

**CS 242 Object-Oriented Design**
3 units
System design transforms specified requirements into a blueprint of the structural and data components that will implement the information system. This course introduces best practices of object-oriented techniques such as conceptual modeling and design patterns.

*Prerequisites: CS 230, CS 238*

**CS 246W Computer Security Fundamentals**
3 units
Effective computer and information security addresses technical, privacy, organizational, social, and policy concerns. The course examines fundamental notions of authentication, authorization, and encryption and presents the economic and human impact of security and privacy breaches.

*Prerequisite: CS 132*

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**Note**: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
CS 304 Human Computer Interaction
3 units
This course presents an overview of human perception and cognitive performance, computer processes, and system design approaches for successful human-computer interaction. Knowledge of human factors and interface design principles help designers build elegant interfaces.

Prerequisite: CS 242

CS 308W Database Management Systems
3 units
Relational database management systems represent, store, and manipulate information that is critical to an organization. This course demonstrates methods to map real-world concepts onto relational representations, and to use relational queries to implement data-intensive applications.

Prerequisite: CS 242

CS 312W Software Frameworks
3 units
The architecture of an information system describes its principal components and their relationships. Modern software frameworks are tools for building robust, scalable, and reliable systems in an effective way. This course introduces architectural options that focus on composition and re-use rather than construction from scratch.

Prerequisite: CS 242

CS 316W Information Systems Project Management
3 units
Information system projects typically affect many parts of the organization and often involve outside vendors. Especially on large and critical projects, the project management process and team are critical to project success and efficiency. This course presents the project management cycle, software development models, and strategies to estimate, plan, and schedule an information system project.

Prerequisite: CS 242

CS 320W Software Engineering
3 units
The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

Prerequisite: CS 242

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
CS 420W Quality Management Standards for IT
3 units
This course explores the history of the quality revolution and a range of practices, standards, and metrics used by today's information systems organizations to ensure quality. Students apply tools to analyze quality problems and recommend improvements.
Prerequisite: CS 242

CS 424W Business Architecture and Process
3 units
This course analyzes the structure, operation, and improvement of an organization from an information systems perspective. Students examine fundamental business structures, business process design and management, decision support, and enterprise integration and automation.
Prerequisite: CS 242

CS 426W IT Service Management
3 units
This course envisions an information system as a collection of services, structured as a supply chain that spans organizations and geography. Open interfaces, world-class software components, vendor relationships, and service-level agreements allow the organization to focus on Information System's contribution and value to the business needs of customers and users.
Prerequisites: CS 424, CS 316

CS 428W Network Administration
3 units
The course explores the practices of network administration. Topics include protocols, routers, and client/server architecture related to configuring network services, as well as software platforms, control, shared resources and security.
Prerequisite: CS 132

CS 432W Web Programming
3 units
This course is an introduction to tools and techniques to develop and manage Web applications. Topics include static and dynamic Web page implementations, elements of client-server and server-side processing, and data validation.
Prerequisite: CS 230

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**CS 490BW Computer Information Systems Senior Project**

4 units

This project involves formulation and resolution of a selected problem in Computer Information Systems. The project must solve a practical problem within the computer field; it should be challenging and should require the application of concepts learned in previous courses. The student writes a report and presents it to the sponsoring professor.

*Prerequisite: Senior Standing*

**Criminal Justice (CRJS)**

**CRJS 101W Contemporary Criminal Justice Systems**

3 units

This course surveys contemporary criminal justice systems in the United States with emphasis on the roles of law enforcement, courts, and corrections. Students analyze the components of and major players in the criminal justice system and apply what they learn to current events and dilemmas. Students will address the duplication of police services in the United States from the local, county, state, and the numerous federal law enforcement agencies and make recommendations to make the system more cost effective, efficient, and streamlined. The course applies learning to current events and problems in the criminal justice system and society.

*Prerequisites: None*

**CRJS 201W Introduction to Law Enforcement and Corrections**

3 units

This course reviews the philosophy, objectives, and priorities of US law enforcement, and analyzes political, social, economic, and legal factors impacting the relationship between the police and society. Students study police use of discretion, police roles, police and minority groups, police and protest groups, police brutality, and police ethics. The course reviews contemporary correctional theory and practice related to incarceration, diversions, community-based corrections, and treatment of offenders. Students analyze the role of law enforcement and corrections professionals. Students study the challenges for the criminal justice system as the society continues to change in demographics, norms, budgetary support, and expectations.

*Prerequisites: None*

**CRJS 300W Juvenile Delinquency and Juvenile Justice Reform**

3 units

This course explores various aspects of the juvenile justice system and the population that it serves. Biological, psychological, and sociological factors in juvenile delinquency are considered. As such, it examines child and adolescent developmental theories as a backdrop for understanding predictors of and contributors to juvenile delinquency. This course includes a focus on contemporary ethical, legal (juvenile codes and case law), and diversity considerations. Students will analyze the reality of disproportionate minority juvenile confinement as well as national and local efforts to promote juvenile justice reform or the treatment of juvenile delinquency.

*Prerequisite: Upper Division Standing*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
CRJS 350W Gangs, Organized Crime, and Drugs
3 units

Gangs and organized crime present significant criminal justice challenges both domestically and internationally. In this course, students explore criminal theories and models that account for gangs and organized crime, types and membership of gangs and organized crime groups, and legal and community-based interventions for addressing gangs and organized crime. Students examine specific gangs and organized crime groups and their involvement in drugs and other criminal activities. Students also review legal and community-based interventions for addressing gangs and organized crime.

Prerequisite: Upper Division Standing

Dance (DAN)

DAN 120 Dance
1.5 units

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

Prerequisites: None

Early Childhood Education (ECE)

ECE 101/ECE 101W Introduction to Early Childhood Education
3 units

This course introduces current educational theories and research, historical aspects, and current practices relating to child development.

Prerequisites: None

ECE 102 Principles of School-Age Child Care
3 units

This course will examine the necessary elements for providing before- and after-school programs to children ages 5 to 13 (K–8 grades). Topics include quality, standards, and care issues; teachers’ roles and qualifications; and working with families, schools, and communities.

Prerequisites: None

ECE 103/ECE 103W Child Growth and Development
3 units

This course focuses on the study of growth and development from the prenatal stages to adolescence, addressing physical, cognitive, social, and emotional domains. The course emphasizes both the impact of cultural diversity on the lives of children and individual differences in the study of human development. This course requires some fieldwork.

Prerequisites: None

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**ECE 104 The School-Age Child**

3 units

This course covers the principles of human development with an emphasis on children from 6 years through adolescence. It includes developmental theories and relevant contemporary research in the field. Students will apply knowledge in the physical, cognitive, social, and emotional domains to the school-age child-care setting. The course emphasizes both the influences of culture and early childhood education on human development. This course requires some fieldwork.

*Prerequisites: None*

**ECE 105/ECE 105W Observation and Assessment Techniques**

3 units

This course covers various strategies of classroom and home observation of young children, as well as formal assessment methodologies used to understand children’s developmental needs and age-appropriate curricula. This course requires students to observe children in various settings.

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

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

3 units

Students explore the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and contemporary family life issues. This course gives special consideration to cultural diversity, social class, gender roles, and their impact on family dynamics, values, morals, and attitudes. This course requires some fieldwork.

*Prerequisites: ECE 103 or CD 100*

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

3 units

Designed for students working with children both in the classroom and in the home setting, this course provides an overview of the philosophy, principles, cultural differences, and evaluation of health, safety, and nutrition in child-care settings. Students have the opportunity develop age-appropriate teaching strategies, with an emphasis on the importance of health, fitness, safety, and nutrition to the individual’s overall school performance as well as social, emotional, and physical well being.

*Prerequisites: None*

**ECE 109 Child Development in Multicultural Contexts**

1 unit

Designed for students working with children both in the classroom and in the home setting, this course provides an overview of the philosophy, principles, cultural differences, and evaluation of health, safety, and nutrition in child-care settings. Students develop age-appropriate teaching strategies, with an emphasis on the importance of health, fitness, safety, and nutrition to the individual’s overall school performance as well as social, emotional, and physical well being.

*Prerequisites: None*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**ECE 110/ECE 110W Early Childhood Curriculum**

3 units

By focusing on designing developmentally appropriate practices for early childhood education, this course ties curricula to the understanding of child development. Students explore planning and developing anti-bias curricula and childhood curriculum goals, objectives, and content standards related to social/emotional, physical, cognitive, and language development, including both theoretical foundations and practical applications. This course requires some fieldwork.

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

**ECE 111 School-Age Curriculum**

3 units

This course covers the philosophy of curriculum planning and implementation by exploring both theoretical foundations and practical applications of developmentally appropriate practices for school-age children. Students examine school-age diversity issues related to culture, race, religion, gender, and special needs in light of curriculum development. Requires some fieldwork.

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

**ECE 212 Creative Experiences for Children**

1 unit

Play is the primary factor in the development of intelligence, personality, competencies, self-awareness, and social awareness. This course helps prepare students to plan and deliver developmentally appropriate experiences that foster children’s creative expression in the cultural and performing arts (drama, dance, vocal and instrumental music, and studio art).

*Prerequisites: None*

**ECE 213 Emergent Literacy in Early Childhood**

1 unit

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

*Prerequisites: None*

**ECE 215/ECE 215 W Management of Child Care Settings**

3 units

By providing an overview of the ethical and professional aspects of the early childhood teaching profession, this course examines legal and ethical issues, personnel management, team building, leadership, conflict resolution, stress management, advocacy, professionalism standards, and school and family partnership.

*Prerequisites: Completion of 12 ECE or CD units*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
ECE 216/ECE 216W Infant-Toddler Care and Education
3 units
Combining theory and practice, this course provides a solid foundation in infant-toddler care and education for both home and center-based settings. Students examine the health, safety, and nutritional needs of infants and toddlers. This course requires some fieldwork.
Prerequisites: ECE 103 or CD 100

ECE 217 Administering a Family Child Care
1 unit
This course provides ideas and information to family daycare providers to assist them in successfully operating a family day-care home. Topics include licensing regulations, policies and contracts, financial and other records, marketing strategies, child neglect and abuse report requirements, and community. Students explore the integration of family daycare and home life.
Prerequisites: None

ECE 218 Early Childhood Environments
1 unit
Students examine research-based concepts in creating and implementing routines as well as indoor and outdoor early childhood environments that meet the developmental needs and interests of culturally and linguistically diverse children and those with special needs. This course requires some fieldwork.
Prerequisites: None

Education (EDU)

EDU 100W Technology and Information Literacy for Educators
4 units
This course is designed to provide students with the level of computer and information literacy needed to function effectively as a professional in contemporary early childhood settings and as a college student. Students will explore the online classroom, learn basic computing skills, practice using word processing and presentation applications, conduct and evaluate online research, and become familiar with the Internet and the University’s student email system.
Prerequisites: None

Note: Required course in first term for all online undergraduate programs.

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**EDU 120 Dance and Music for Children**

3 units

This course explores the role of dance music in society with an emphasis on classroom and workshop application and demonstration. The arts of dance and music will be experienced with attention to style, meaning, dance and music exercises, and techniques used in these forms of creative expression. Students can learn to recognize aesthetic qualities of dance and music and respond to them analytically. A special focus is dedicated to understanding children’s physical, emotional, and mental development and learning processes through dance and music.

*Prerequisites: None*

*Note: This course replaces DAN 120 and MUS 121.*

**EDU 250 Field Experience in the Classroom**

3 units

This course involves supervised field experience in pre-school and K-8. The course emphasizes the development of instructional strategies, curriculum, planning, and assessment of teaching effectiveness. Students perform a minimum of 50 hours of field placement in a pre-school or K-8 classroom. This practicum is designed to meet the standards set forth by The National Association for the Education of Young Children for the preparation of Early Childhood Professionals. This is a required course for all Liberal Studies Majors. Students must enroll in this class in either their sophomore or junior years.

*Prerequisites: CD 100*

**EDU 290 Sophomore Seminar**

3 units

One of the objectives of the course is to prepare student portfolios. Students must attend an orientation seminar upon entering the program that explains the portfolios and how students are to document their subject matter information on the courses they will take during the program. The portfolio is an ongoing project that must be completed before the end of their sophomore year. Instructors assist their students according to the subject matter requirements. This course is graded on a pass/fail basis.

*Prerequisites: None*

**EDU 300 Liberal Studies Gateway Experience**

3 units

This course is an introduction to the academic and professional requirements for K-8 teachers and must be completed by all Liberal Studies majors during the junior year. It focuses on the eight required subject areas (language arts, mathematics, science, history/social studies, child development, visual and performing arts, health, and physical education), linking the Liberal Studies curriculum and the Academic Content Standards and State Curriculum Frameworks for grades K-8. Students practice college-level research.

*Prerequisite: Upper Division Standing*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**EDU 350 Field Experience in the Classroom II**

1 unit

This course involves supervised field experience in secondary schools. The course emphasizes the development of instructional strategies, curriculum, planning, and assessment of teaching effectiveness. Students will do a minimum of 15 hours of field placement in a secondary classroom. Required course for all Liberal Studies Credential Option Students with a Math Concentration and students will also need to pass the Math CSET in order to complete the Single Subject Credential Program in Math.

*Prerequisite: Upper Division Standing, CD 100 and EDU 250 as either a prerequisite or corequisite.*

**EDU 447 Theoretical Foundations of Physical Education and Health Education for K-8**

3 units

This course introduces K-8 teaching strategies in physical education and health that follow the California State Standards. Students investigate the principles of motor development, biomechanics, and growth, development, and organized games and sports. Teaching methods are included.

*Prerequisite: Upper Division Standing*

**EDU 490 Senior Seminar**

1 unit

One of the objectives of the course is to prepare student portfolios under the guidance of the Field Experience Director. Students must attend an orientation seminar upon entering the program that explains the portfolio and how students are to document their subject matter information on the courses they will take during the program. The portfolio is an on-going project that must be completed before graduation. Instructors will assess their students according to the subject matter requirements. This course is graded on a P/F basis.

*Prerequisites: Senior Standing*

**EDU 508 Educational Foundations**

3 units

This course involves a systematic analysis of the effect of culture, values, language, economic status, gender, and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, philosophy, and history will be addressed. Students develop an understanding of the relationship between schools and society by focusing on recent contemplated changes in the role of the teacher, historical contexts of education and politics, educational responses to an increasingly diverse and multicultural society, the law and its effect on schools, and the organization and financing of schools.

*Prerequisites: None*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**EDU 509 Primary Language Literacy Development**

3 units

This course prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) in a dual language setting. Students are prepared to plan, develop, implement, and assess standards-aligned literacy and English language arts instruction in the primary and target language. Bilingual candidates will be prepared to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials to ensure high levels of biliteracy in all students.

*Prerequisites: None*

**EDU 510 Latino Culture**

3 units

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

*Prerequisites: None*

**EDU 514 Effective Teaching and Learning**

3 units

This course provides the teacher with the tools and strategies to be effective in managing a classroom. The content includes learning processes, principles of instruction, teaching strategies, principles, and techniques of classroom organization and behavior management and parent involvement. The California Standards for the Teaching Profession is introduced.

*Prerequisites: None*

**EDU 515 Cultural Diversity in the Classroom**

3 units

This course focuses on the general nature of cultural diversity. Students explore school and community implications such as ethnic, linguistic, socioeconomic, gender, and handicapping differences. A focus on theoretical and practical issues of diversity in a classroom setting as it relates to culture, race, gender ethnicity, language, and socio-economic levels are included. Group culture patterns and value orientation, research findings in multicultural education, learning experiences, and curriculum development are discussed.

*Prerequisites: None*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**EDU 516 Classroom Field Experience and Seminar**
1 unit

This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations are shared in a seminar setting. (This course is best taken with EDU 514, although it is not mandatory.)

*Prerequisites: None*

**EDU 520 Second Language Learners**
3 units

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

*Prerequisites: None*

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

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

*Prerequisites: None*

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

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

*Prerequisite: Subject Matter Competency*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
EDU 526 Primary Language Content Development
3 units
Candidates understand and apply research and its effects on the dimensions of learning in dual language and bilingual education program models in Single Subject, Multiple Subject, or Special Education. Candidates understand and apply the linguistic principles associated with the transferability between primary and target language, especially in the areas of conceptual development in the content areas. They will demonstrate a general understanding related to the degree of language transferability and how it is affected by the level of linguistic compatibility between two languages.

Prerequisites: None

EDU 527 Methods: Mathematics Curriculum and Instruction
2 units
This course covers the theory, content and methods of teaching mathematics in the elementary classroom for mainstream and English Language Learners. Emphasis is on the planning, instruction, assessment, computer assisted instruction, and resource materials.

Prerequisites: None

EDU 529 Methods: History Social Science Curriculum and Instruction
3 units
This course will cover the methods of implementing History-Social Science and the Visual and Performing Arts framework and standards in the classroom. This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods, and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization, and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

Prerequisites: None

EDU 530 Methods: Language Arts and Reading Curriculum and Instruction
6 units
The course includes theory, content, and methods for teaching reading and promoting literacy in the classroom. Teaching candidates participate in intensive instruction in reading, literacy development, and language methods grounded in sound research. The course includes exposure to a substantive, research-based program that provides a balanced, comprehensive program of instruction in reading, writing, listening, and oral language. The course includes explicit instruction in reading skills and comprehension strategies for all students regardless of reading level or language background. The course presents, analyzes, and critically explores research and practice related to the development of literacy. In addition, the course is standards-based and linked to the state framework and content standards.

Prerequisites: Subject Matter Competency for Multiple Subject Candidates

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
EDU 531 Computer Technology for Teaching and Learning I

2 units
This course addresses the use of personal computers with applications to the classroom. It includes the use of collaborative computer tools, selection and evaluation of computer software and resources, development of computer based lessons targeting different learning styles, and knowledge of copyright, privacy, and security issues.

Prerequisites: None

EDU 550 Teaching Health Education

2 units
This course is designed to raise teacher awareness and examine the current health issues confronting today's educators. The course will introduce educators to resource links within the community and public school system. Participants reflect on how this information connects to their own practice within their own classrooms and schools. Topics include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health, and maintaining a healthy school environment.

Prerequisites: None

EDU 551 Inclusive Education Practices

3 units
This course is designed to provide the basic knowledge, skills, and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. The course will examine the philosophical, legal, and educational foundations of inclusive education and its implications for the classroom teacher. Practical ideas for adapting standard instruction to provide the least restrictive environment consistent with classroom strategies are discussed. The course includes integration of learning handicapped, physically handicapped, severely handicapped, gifted, and culturally diverse students.

Prerequisites: None

EDU 552 Computer Technology for Teaching/Learning II

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

Prerequisite: Preliminary Credential

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**EDU 555 Student Teaching**

4 units

This course includes supervised field experience, systematic field experiences, portfolio assessment of personal growth and development, problem solving, and documentation of Teacher Performance Expectation (TPE). University supervisors meet with the students to discuss issues and concerns, and to conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made toward proficiency in the TPEs.

*Prerequisite: Subject Matter Competency*

**EDU 560 Creating Healthy Classrooms**

3 units

This health education course for teachers explores modern concepts of health and health education in schools. Emphasis is placed on current health issues (including HIV/AIDS), common health problems of children and adolescents, good nutritional health habits, and the effects of substance abuse. The course meets California State requirements for the 2042 Clear Credential.

*Prerequisites: Preliminary Credential*

**EDU 561 Creating Inclusive Classrooms**

2 units

This course discusses ways in which the diverse learner can be accommodated in the general education setting. The course begins by reviewing strategies that can be implemented at the classroom level and then focuses on some special needs students and how to individually tailor lessons to meet their particular needs. Students become familiar with the general characteristics and needs that many exceptional learners share and learn strategies that can help accommodate these needs. At the end of this course, students will have several modified instructional units that they can begin implement in their own classrooms.

*Prerequisites: 2042 Multiple or Single Subject Preliminary Credential*

**EDU 562 Equity for All Students**

3 units

Candidates will examine issues related to equity, diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, religion, second language learners, and persons with special needs. Through coursework, seminars, field experiences, and group work, candidates will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Candidates will explore and develop educational and leadership capacities needed to ensure access and academic/social equity for all members of the extended school community. Candidates support academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

*Prerequisite: 2042 Multiple or Single Subject Credential*

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**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
EDU 565 Intern Teaching Practicum
3 units
This course includes supervised field experience, systematic field experiences, portfolio assessment of personal growth and development, problem solving, and documentation of Teacher Performance Expectations (TPEs). University supervisors meet with the students to discuss issues and concerns, and to conduct onsite conferences and evaluations candidates to ensure that satisfactory progress is being made toward proficiency in the TPEs.

Prerequisites: Completion of Subject Matter Competency and Intern Credential

EDU 567 Advanced Teaching for English Language Learners
3 units
This course builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for English Language Learners (ELLs). Candidates critically examine schools’ organizational structures and resources designed to meet ELL students’ needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE).

Prerequisite: Preliminary Credential

EDU 570 Context of Teaching
3 units
The context of teaching includes anything in the surrounding environment (physical, social, institutional, and personal) that influences teaching and learning. The physical environment includes the classroom where teaching/learning occurs. The social environment including the relationship between teacher and students and the cultural norms play a significant role in what can and does occur in the classroom. The institutional norms play a similar role as cultural norms but perhaps more strongly affect what behaviors the teacher and students see as acceptable.

Prerequisite: 2042 Multiple or Single Subject Credential

EDU 571 Study and Implementation of Pedagogy
3 units
Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

Prerequisites: 2042 Multiple and Single Subject Credential

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**EDU 572 Engaging and Supporting All Students in Learning**

3 units

The course and seminar will explore, implement, and apply knowledge gained in their preliminary credential based on the following beliefs: Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

*Prerequisites: 2042 Multiple and Single Subject Credential*

**EDU 600/EDU 600W Teaching and Learning: From Theory to Practice**

3 units

This course focuses on specific pedagogy and planning for instruction. It reviews the nature and design of educational activities: theory, research on best teaching practices, and lesson planning that meets the diverse needs of students. The course is designed to increase knowledge in areas such as brain research, teaching and learning research, learning styles, and the parent/community support processes. Students reflect on their current experiences and bridge new understandings into future practice.

*Prerequisites: None*

**EDU 601/EDU 601W Social Justice, Diversity, and Equity in the Classroom**

3 units

Educators examine issues related to equity, diversity, and their implications for educational settings. Personal and community biases are be scrutinized regarding race, gender, socio-economic status, culture, religion, second language learners, and persons with special needs. Through coursework, group work, and situational case studies, educators are challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Educators explore and develop educational and leadership capacities needed to ensure access and academic and social equity for all members of the extended school community.

*Prerequisites: None*

**EDU 602/EDU 602W Differentiated Instruction for Diverse Classrooms**

3 units

This course challenges educators to evaluate the needs of individual students in the diverse and inclusive classroom. Educators explore methods to modify, extend, and personalize instruction to positively impact student learning and engagement. Focus is on improving student achievement through differentiated curriculum and instruction; learning about and applying best practices; teaching for understanding, critical thinking, problem solving, and decision-making; and accommodating teaching and learning styles.

*Prerequisites: None*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**EDU 603/EDU 603W Using Data to Inform Teaching and Learning**

3 units

In this course, educators deepen their understanding of research and how using data applies to the everyday world of classroom teaching. Educators use criteria to evaluate and apply research to their practice. Methods of data collection and analysis are examined and placed in the context of a school improvement program. Practical approaches to gathering, disaggregating, and applying statistical data to classroom instruction to improve student achievement are covered throughout the course.

*Prerequisites: None*

**EDU 604/EDU 604W Curriculum and Instruction Development for Increased Learning**

3 units

In this course, educators examine the integration of current theories of curriculum design with California State content standards in the planning of classroom instruction. Educators apply their emerging understanding of structured teaching to meet required standards, to design learning activities that engage students, to form collaborative communities of learners that support inquiry, and to integrate assessments to increase learning. Included are principles of curriculum and models of instruction as guidelines for the construction of specific curriculum designs and instructional strategies that create learning communities.

*Prerequisites: None*

**EDU 608/EDU 608W Educational Foundations in Today’s Society**

3 units

Today’s educational landscape reflects the kaleidoscope of today’s multicultural society that is comprised of stakeholders with various viewpoints, philosophies and interests. In this course, educators explore issues related to cultural diversity, educational reform in a historical context, and the changing relationship between schools and society. Emphasis is placed on the evolving role of the teacher, educational responses to an increasingly diverse student population, and the law and its effect on schools.

*Prerequisites: None*

**EDU 615/EDU 615W Diversity in the Classroom**

3 units

This course focuses on theoretical and practical issues related to diversity of culture, race, gender, language, socioeconomic, and ability level in the classroom. Patterns and trends in diversity will be addressed as well as the impact of education reforms on the equability of education. Three instructional approaches to teaching in a diverse setting are explored: differentiation, Universal Design for Learning, and culturally responsive instruction.

*Prerequisites: None*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**EDU 620/EDU 620W Second Language Acquisition and Development**

3 units

This course builds knowledge of language acquisition to better meet the academic language needs of English learners in a diverse classroom. Teachers explore various factors that affect English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors. Effective practices for teaching and assessing English language development and content learning in diverse cultural and linguistic classrooms will be emphasized.

**Prerequisites: None**

**EDU 667/EDU 667W Instructional Strategies for English Learners**

3 units

Reaching and engaging culturally and linguistically diverse students are critical skills for any teacher. In this course, educators learn instructional strategies for increasing achievement for of English Learners (ELs) in any content area. Educators develop skills in planning and delivering instruction in academic language, literacy, and assessment in English language development. Educators also learn strategies for working with families, communities, and colleagues to support the needs of English learners.

**Prerequisites: None**

**EDU 699A/EDU 699AW Research in Education**

3 units

This course provides educators with an understanding of action research and its application in today’s schools and classrooms. Educators will explore local schools and individual student problems and make decisions for their final action research projects.

**Prerequisites: 12 Units of Master’s Program Coursework, Statistics Coursework, or Advisor Approval**

**EDU 699B/EDU 699BW Applying Research in Education**

3 units

The action research project represents the culmination of the Master’s Degree. This course provides educators with the structure necessary to facilitate the completion of this final step in earning the MA in Education.

**Prerequisites: EDU 699A, Advisor Approval**

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Engineering (EGR)

**EGR 100 Introduction to Engineering**

3 units (2 lecture units and 1 lab unit)

This course is an introduction to engineering through hands-on design projects, case studies, and problem-solving using computers. Students learn about the various aspects of the engineering profession and acquire non-technical skills, such as communication, teamwork, and the ability to deal with ethical dilemmas. The course supports students in their efforts to succeed in engineering through personal and professional development.

*Prerequisites: Proficiency in High School Algebra, Geometry, and Trigonometry, or Equivalent*

**EGR 200 Engineering Mechanics – Statics**

2 units

This course studies particles and rigid bodies in equilibrium. It includes applications to particles and two- and three-dimensional structural systems using ordinary and vector algebra. Topics include free body diagrams, centroids and center of gravity, shear and bending moment diagrams, concentrated and distributed loads, moments of inertia, and friction.

*Prerequisites: MAT 121, Sophomore Status*

**EGR 225 Introduction to Materials**

3 units (2 lecture units and 1 lab unit)

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

*Prerequisites: CHE150A, PHY 150A, MAT 121, Sophomore Status*

**EGR 250 Introduction to Circuit Analysis**

4 units (3 lecture units and 1 lab unit)

This course includes circuit laws and nomenclature, resistive circuits with DC sources, ideal operational amplifier, controlled sources, natural and complete response of simple circuits, steady state sinusoidal analysis, and power calculations. It covers basic instruments and experimental techniques in electrical engineering: oscilloscopes, function generators, frequency counters, and multiple-use meters. Students learn measurements of voltage, current frequency response, transient response, and computer simulation of circuits.

*Prerequisites: PHY 150B, MAT 220 (may be taken concurrently), Sophomore Status*

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**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
English (ENG)

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

Prerequisites: English Placement Test

ENG 45 English Grammar and Reading Comprehension
3 units
This course emphasizes writing at the paragraph and essay levels. English 45 is designed to facilitate students’ transition into the academic writing process through paragraph development, reading-based writing, and the study of various types of coherent and well-developed essays.

Prerequisites: English Placement Test or ENG 40

ENG 100/ENG 100W English Composition and Reading
3 units
This course emphasizes reading-based academic writing in a multicultural milieu. Students critically respond to a variety of writers on various topics and themes. In addition, English 100 covers the rhetorical modes and culminates in an argumentative research paper.

Prerequisites: English placement Test or ENG 45

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

Prerequisites: ENG 100

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

Prerequisite: ENG 100

Note: In course descriptions, the "W" designates online courses; no "W" designates campus-based courses.
**ENG 300/ENG 300W Advanced Writing Skills**

3 units

Students practice and perfect their writing skills by conducting research on debatable topics and completing a research project that meets the standards for academic writing. Students receive instruction in developing voice, matching style to audience, the research process, and crafting forms that accomplish rhetorical purposes in expository and argumentative writing modes and contexts through drafting and revising.

*Prerequisites: Must pass the Junior Writing Proficiency Exam or pass ENG399 with a grade of “C” or better.*

**ENG 301 Introduction to World Literature**

3 units

This course is a survey of world literature representing the various cultures of Africa, Asia, Central and South America, Europe, the Island Nations, the Middle East, and North America. Works include major literary genres: poetry, plays, essays, short stories, and novels. Analysis includes comparison and contrast of different forms and themes, literary criticism, and historical and cultural analysis. The authors represent human diversity and varieties of philosophies and styles.

*Prerequisites: ENG 100, Upper Division Standing*

**ENG 302 American Literature I (1600-1865)**

3 units

This course is a study of selected works of American authors from 1600 to 1865. The course introduces various genres of early American writing including essays, letters, short stories, poetry, and novels. The assigned readings represent diverse authors presenting a variety of philosophies and styles. Students are required to reflect on the relationship between the themes presented and the development of American culture and to develop their active and responsive reading skills. The elements of literature are discussed as a tool for literary criticism and analysis.

*Prerequisites: ENG 100, Upper Division Standing*

**ENG 303 American Literature II (1865-Present)**

3 units

This course is a study of selected works of American authors from 1865 to present, including poetry, drama, essay, short story, and novel. Literary criticism and analysis are covered. The authors represent human diversity and variety of philosophies and styles.

*Prerequisites: ENG 100, Upper Division Standing*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**ENG 305W Women’s Literature and Social Change**  
3 units  
Students read and discuss a variety of historical and contemporary literary works written by women in the form of essays, short fiction, drama, and poetry/lyrics. Topics include: social change as it relates to women’s experiences of work, family and community, health and well-being, education, and the future. Students use critical thinking, reading, and writing skills to articulate an understanding of course themes.  
Prerequisites: Upper Division Standing

**ENG 399 The Craft of Academic Writing**  
3 units  
This course features the various genres of academic writing, emphasizing the rhetorical and stylistic features that each genre entails. The course is designed as an alternative to the university’s Junior Writing Proficiency Test. Students demonstrate their academic writing ability by completing a rigorous and varied array of writing assignments, including extensive practice in expository and argumentative writing.  
Prerequisites: Two “no pass” scores on the Junior Writing Proficiency Test

**ENG 401 Multi-ethnic Children’s Literature**  
3 units  
This course focuses on various genres for young people, including picture books, classics, personified machine heroes, and realistic books. The course provides enrichment ideas that teachers can use with young children.  
Prerequisites: ENG 100, Upper Division Standing

**English as a Second Language (ESL)**

**ESL 26 Beginning Level**  
3 units  
This course offers the beginning student the opportunity for intensive study of basic grammar concepts. All major verb tenses are discussed. Students learn basic parts of speech and how to facilitate their knowledge of English syntax by practicing oral and written communication.  
Prerequisites: None

**ESL 27 Intermediate Level I**  
3 units  
This course is a continuation of grammar concepts introduced in ESL 26. Practical applications of basic grammar concepts are implemented, and students are introduced to basic composition practice in English. Assignments in writing are required.  
Prerequisites: None

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
ESL 28 Intermediate Level II
6 units
This is a course continuation review of concepts introduced in ESL 26 and ESL 27. It involves intensive study of vocabulary and pronunciation to meet advanced language requirements.
Prerequisites: None

Ethnic Studies (ETH)

ETH 134 Chicano/Latino Culture
3 units
This course is an historical overview of the Chicano/Latino community in the United States, focusing on race, class, and gender relations. Students analyze the educational, economic, socio-cultural, and political issues facing the US Chicano/Latino community.
Prerequisites: None

ETH 265 Minorities in the United States
3 units
This course examines the historical traditions and cultural differences that exist among the major ethnic groups in the United States. Students learn important concepts and theories that are vital to the study of race and ethnicity. The course focuses on Native Americans, Latinos, African Americans, Asian Americans, and European Americans in the context of their acculturation, assimilation, and cultural amalgam in the United States, and critically analyzes inter-racial relations.
Prerequisites: None

ETH 300W Latino Culture in the United States
3 units
This course reviews the size, diversity, and influence of the Latino community in the United States. Emphasis is on the analysis of history, culture, social issues, and the future. In addition, this course offers opportunities to connect topics to the National Hispanic University and to develop college level research and writing skills as a tool to deepen knowledge of Latino culture.
Prerequisite: Student Readiness Orientation (SRO)

ETH 301 Chicano/Latino Literature
3 units
The course explores Chicano/Latino literature from a Chicano/Latino Studies perspective. Students will analyze how Chicano/Latino authors have used various genres to portray their complex and diverse communities over time. Students compare and contrast of the themes and issues impacting the US Latino community, such as the immigrant and refugee experience, poverty and racial isolation, racial and gender discrimination, and the dilemmas of bilingualism and biculturalism.
Prerequisites: ENG 100, Upper Division Standing

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**ETH 310 Latinos and Social Institutions**

3 units

The course analyzes Latino community problems and issues. Students learn how institutions and public policy impact the Latino community, and how the Latino community has mobilized itself to change social institutions and public policy.

*Prerequisite: Upper Division Standing*

**ETH 317 African American Studies**

3 units

This course studies the genesis and development of African American culture and history in the United States through selected art forms, historical themes, and current intellectual debates with special focus on the study of race as a social construct. The emphasis is on exploring how various forms of African American cultural production have both reflected and inspired the historical changes in the United States.

*Prerequisite: Upper Division Standing*

**ETH 318 Asian-American Studies**

3 units

This course introduces major themes in Asian-American Studies from the beginning of Asian immigration to the United States in the mid-19th Century to the present. Topics include an analysis of the Asian-American Perspective, cultural roots, immigration and settlement patterns, and labor, legal, political, and social history.

*Prerequisite: Upper Division Standing*

**ETH 319 Native American Studies**

3 units

This course is a survey of the historical, social, political, economic, and cultural development of Native communities in the United States. Emphasis is on the contributions Native communities have made to the United States and how they have shaped society.

*Prerequisite: Upper Division Standing*

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

3 units

This course examines the historical and contemporary experiences of Chicana/Latina women in relation to family, work, community, sexuality, and individual and collective activism as well as the development of Chicana/Latina feminist thought. Particular attention is paid to the interplay between race, class, and gender in American society.

*Prerequisite: Upper Division Standing*

*Note:* In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
ETH 322 Latin American Families in the US
3 units
This course studies Latin American people in the United States with emphasis on historical origins, cultural values and practices, social organization, political adaptations, occupational distribution, and contemporary social conditions.
Prerequisite: Upper Division Standing

ETH 350 Chicano History
3 units
This course focuses on the Mexican experience in the United States. Students analyze the Spanish and Mexican settlements in the southwest; the causes and results of the Mexican-American War; early 20th Century mass migration, adaptation, and resistance; and the current leading issues confronting the nation’s largest ethnic minority.
Prerequisite: Upper Division Standing

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

ETH 400 Gender, Race, and Culture in American Society
3 units
This course examines the multiple intersections of race, gender, and class relations in American society, focusing on multiculturalism, relations of power, and cultural production and representation. The course includes historical perspective, lived experiences, theoretical constructs of race, class, and gender, and a major research project comparing two or more disciplines. (Formerly ETH 122)
Prerequisite: Upper Division Standing

ETH 432 Advanced Multicultural Relations
3 units
This course is a capstone research seminar for senior Liberal Studies majors with an emphasis on cross-cultural studies. The course makes a critical and comparative analysis of historical and contemporary issues affecting Mexican-American/Latino, Native American, Asian-American, European-American, and African-American communities in the United States.
Prerequisite: Upper Division Standing

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Geography (GEO)

**GEO 100 Introduction to Earth Science**
3 units
This course is an introduction to the composition, structure, and evolution of the Earth and the impact of man on the environment. It covers the interactions of the lithosphere, hydrosphere, and atmosphere, and relations of geological systems, hazards, and resources to the human environment and future.

*Prerequisites: None*

**GEO 200 Physical Geography**
3 units
This class provides an introductory framework for understanding the geography of our atmospheric, geological, and biological environments.

*Prerequisites: None*

**GEO 300 Principles of Cultural Geography**
3 units
This course is an introduction to the interrelationships of world cultural groups and their environments. It includes map analysis, climates, and settlement patterns on the varieties of human, social, business, and political development.

*Prerequisite: Upper Division Standing*

Geosciences (GSC)

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

*Prerequisites: None*

**GSC 150A Introductory Study of Planet Earth Lab**
1 unit
This interdisciplinary lab supplements a general lecture course with hands-on science experiments and applications in astronomy, geology, meteorology, and oceanography.

*Prerequisites: None*

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**GSC 250 The Evolution of Earth and Life on Earth Through Time**

3 units

This course is an integrated study of the nature of Earth materials, geologic time, and the history of Earth and its life forms. The class is a hybrid physical and historical geology course that combines a lecture and laboratory experience.

*Prerequisites: GSC 150, GSC 150A*

**History (HIS)**

**HIS 100 US History I**

3 units

This course is a survey of the political and social development of the United States through the Civil War. Multicultural and gender perspectives and issues are incorporated throughout.

*Prerequisites: None*

**HIS 201/HIS 201W US History II**

3 units

This course presents students with a survey of political and social development of the United States from Reconstruction to the present. Multicultural and gender perspectives and issues are incorporated throughout.

*Prerequisites: None*

**HIS 313 California History**

3 units

This course covers the political, social, and intellectual growth of California from Spanish colonial era to the present, with emphasis on the themes and movement identified in the California State Framework.

*Prerequisite: Upper Division Standing*

**HIS 314 World History I**

3 units

This course covers themes in the institutional, political, socio-business, and cultural development of modern society and sociopolitical changes. It includes the themes, movements, and geography identified in the California State Framework. Students study the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America to 1650.

*Prerequisite: Upper Division Standing*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
HIS 414 World History II
3 units
This course covers themes in the institutional, political, socio-business, and cultural development of modern society and sociopolitical changes. It includes the themes, movements, and geography identified in the California State Framework. Students study the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America from 1650 to the present.

Prerequisite: Upper Division Standing

Information Competency (INF)

INF 100 Information Literacy
1 unit
This course prepares the student for college level research. Students learn to develop a search strategy, locate and evaluate material from a variety of sources and in a range of formats, and compile a bibliography and footnotes.

Prerequisites: None

Linguistics (LIN)

LIN 406 Comparative Linguistics
3 units
Students compare and contrast language systems (phonology, morphology, structure, and syntax) with English. The class includes major languages spoken in California schools.

Prerequisite: Upper Division Standing

Liberal Studies (LS)

LS 200 Service Learning
3 units
Students engage in 60 hours of public service within agencies or organizations in the local area, reflecting on the purposes of their service as well as the policies, structure, and operation of those agencies. Students prepare written reports and deliver oral presentations on their public service experiences.

Prerequisites: None

LS 300 Liberal Studies Gateway Experience General Option
3 units
Students explore how the liberal arts are structured into disciplines and study their internal organization. They learn how to apply and integrate disciplinary knowledge in an interdisciplinary fashion and engage in interdisciplinary practice through their research assignments.

Prerequisite: Upper Division Standing

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Mathematics (MAT)

**MAT 40 Pre-Algebra Math Review**
3 units
This course is designed for students who need a solid review of basic mathematics and pre-algebra prior to taking an elementary algebra course. Topics include whole numbers, fractions, decimals, percents, ratios, and proportions, integers, the metric system, elementary geometry, data and statistics, and problem solving. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisite: Math Placement Test*

**MAT 45 Elementary Algebra and Geometry**
3 units
This course introduces the fundamentals of Algebra and Geometry. Topics include integers, rational numbers, laws of exponents, scientific notation, linear functions, polynomials, algebraic fractions, quadratic equations, plane geometry, geometric figures, area, formulas, volume of solids, and deductive reasoning. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisites: Math Placement Test or MAT 40*

**MAT 50 Geometry**
3 units
This course involves the study of Euclidean (plane), Non-Euclidean, and higher dimensional geometric figures and relationships. Considerable attention is devoted to deductive reasoning (proofs). The approach is both logical and intuitive, leading to the ability to apply formulas and to visualize in two and three dimensions. This course is highly recommended for students who have not had high school geometry. This course carries no credit toward any degree and is graded on a CR/NC basis.

*Prerequisite: MAT 45*

**MAT 100 College Algebra**
3 units
This course is designed to prepare the student for courses requiring a solid algebraic background. The course content includes the study of fundamental algebraic concepts and contains the following topics: equations and inequalities, functions and graphs, polynomial functions, rational functions, systems of equations and inequalities, and exponential and logarithmic functions. Conic sections and sequences and series may also be included.

*Prerequisites: Math Placement Test or MAT 45*

**MAT 101W College Mathematics for the Liberal Arts**
3 units
Focusing on the mathematics encountered in everyday life, students work to gain skills in critical thinking and problem solving. Topics include number systems, logic, linear equations, consumer and financial math, probability, and statistics.

*Prerequisite: Math Placement Test*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**MAT 108 Number Systems**

3 units

This course is designed for students preparing for a career in elementary school teaching. The course content includes the study of the real number system, numeration systems, elementary number theory, statistics, and problem-solving techniques required for elementary mathematical applications.

*Prerequisites: MAT 45 or Math Placement Test into MAT 100*

**MAT 115 Trigonometry and Analytic Geometry**

3 units

This course in numerical and analytical trigonometry is designed to prepare the student for the level of trigonometry and advanced algebraic concepts necessary for calculus. Topics studied include trigonometry functions, trigonometric graphing, trigonometric identities, trigonometric equations and laws, vectors and complex numbers, conic sections, sequences and series, mathematical induction, and the binomial theorem.

*Prerequisites: Satisfactory score on Math Assessment Test, 2 years of high school algebra, 1 year of high school geometry; or MAT 100*

**MAT 120 Calculus and Analytic Geometry I**

4 units

This is the first course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. It includes functions and graphs, topics in analytic geometry, the analysis of algebraic and trigonometric functions, limits, derivatives, integrals, and applications.

*Prerequisites: Satisfactory score on Math Assessment Test, 2 years of high school algebra, 1 year of high school geometry, 1 year of high school trigonometry; or MAT 115*

**MAT 121 Calculus and Analytic Geometry II**

4 units

This is the second course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. It includes logarithmic and exponential functions, inverse trigonometric functions, topics in analytic geometry, techniques of integration, polar coordinates, infinite sequences and series, further applications of integration, and an introduction to differential equations.

*Prerequisite: MAT 120*

**MAT 122 Calculus and Analytic Geometry III**

4 units

This is the third and last course in calculus and analytic geometry for students majoring in mathematics, physical science, computer science, or engineering. In this course the concepts of calculus are extended to functions of more than one variable. The content includes three-dimensional analytic geometry and vectors, partial derivatives, multiple integrals, and vector calculus.

*Prerequisite: MAT 121*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**MAT 200 Conceptual Geometry**

3 units

This course is an introduction to geometry, various forms of measurement, the inductive and deductive process, and reasoning. Content includes introductory exercises in transformations and strategies designed to identify and enact problem-solving techniques. Technology is integrated throughout the course.

*Prerequisite: MAT 100*

**MAT 220 Differential Equations**

4 units

This course is the study of ordinary differential equations and their applications to problems in engineering and science. Methods are developed for solving equations of order one, linear equations of arbitrary order, and linear systems. Students are introduced to series methods, Laplace transforms, and numerical methods.

*Prerequisite: MAT 122*

**MAT 312 Educational Statistics**

3 units

This course is the study of descriptive Statistics: histogram, measures of central tendency and variability, sampling distributions. Content includes estimation and hypothesis tests for means, proportion, and variances; linear regression and correlation, nonparametric methods. Examples and data are taken from education.

*Prerequisites: MAT 100 or MAT 108*

**Music (MUS)**

**MUS 121 Music**

1.5 units

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

*Prerequisites: None*

*Note: This course is replaced by EDU120 Dance and Music for Children.*

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Philosophy (PHL)

**PHL 100/PHL 100W Introduction to Philosophy**
3 units
This course provides students with an analytic study of the history of philosophy and some of its core areas, including metaphysics, epistemology, ethics, logic, and social/political philosophy. Through course readings and activities, students examine the diversity of cultures and genders that have shaped philosophical ideas throughout history. Students explore some of the major philosophical topics, such as the nature of reality, the existence of God, the soul, free will, the nature of knowledge, determinants of how we should live, and the nature of human beings.
*Prerequisites: None*

**PHL 150W Ethics**
3 units
This course is an integrated and multicultural study of Moral philosophy that explores some of the major ethical theories and problems from past and present. Students focus on moral reflection, moral reasoning, and moral decision-making, with special emphasis on applying ethical theory to everyday situations.
*Prerequisites: None*

**PHL 200/PHL 200W Introduction to Logic**
3 units
This course begins the study of formal and informal logical argumentation, including fallacies, and inductive and deductive reasoning. Students use concepts and methods for understanding and analyzing arguments, and learn how to evaluate factual claims and hidden or unstated assumptions. Logical methods are used to understand issues in race, class, and gender.
*Prerequisites: None*

**PHL 300 Personal, Professional, and Social Ethics**
3 units
This course introduces a systematic framework for thinking about ethical dilemmas that arise in personal, professional, and civic life. It reviews theoretical, biological, and social cultural conceptions of moral obligation, as well as relevant socio-historical, socio-cultural, and scientific contexts. This course enhances students’ ability to recognize the complex interplay between moral concepts and lived experience and to resolve moral dilemmas.
*Prerequisite: Upper Division Standing*

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Physics (PHY)

PHY 120 Physics
3 units
This course emphasizes classical mechanics, electricity and magnetism, quantum mechanics, relativity, and nuclear physics. The course traces the historical development and philosophical significance of scientific knowledge, and contrasts the methods of science with those of other disciplines. It assesses the role science and technology can play in solving some of society’s problems. The goal of the course is to provide students with tools for becoming scientifically literate.

Prerequisites: MAT 100 or MAT 108

PHY 150A General Physics I (Mechanics)
4 units (3 lecture units and 1 lab unit)
This course is the first in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of mechanics are introduced at a calculus-based level. Specific topics include kinematics, Newton’s laws of motion, work and energy momentum, rotation, and simple harmonic motion. A problem solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

Prerequisites: Proficiency in High School Physics or PHY 120; MAT 120 (may be taken concurrently) or equivalents

PHY 150B General Physics II (Electricity and Magnetism)
4 units (3 lecture units and 1 lab unit)
This course is the second in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of electricity and magnetism are introduced at a calculus-based level. Specific topics include the electric field, Gauss’ Law, electric potential, DC circuits, Maxwell’s equations, and electromagnetic waves. A problem solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

Prerequisites: PHY 150A, MAT 121 (may be taken concurrently)

PHY 150C General Physics III (Heat and Light)
4 units (3 lecture units and 1 lab unit)
This course is the third in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. The general principles of optics, thermodynamics, and modern physics are introduced at a calculus-based level. Specific topics include waves, geometric optics, wave optics, (including interference, diffraction, and polarization), heat, thermal properties of matter, and thermodynamics. A problem solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

Prerequisites: PHY 150B, MAT 121 (may be taken concurrently)

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**PHY 150D Physics IV (Atomic Physics)**

4 units (3 lecture units and 1 lab unit)

This course is the fourth in the physics sequence for majors in physics, chemistry, engineering, or other physical sciences. Introduction to quantum physics emphasizing electronic structure of atoms and solids, radiation, and relativity at a calculus-based level. A problem solving approach is used emphasizing both conceptual understanding and basic mathematical techniques. A laboratory program complements lecture.

*Prerequisites: PHY 150C, MAT 121 (may be taken concurrently)*

**Political Science (POL)**

**POL 101/POL 101W Introduction to American Government**

3 units

In this course, students examine the structure, development, and dynamics of American political institutions and processes. Students explore major topics such as the US Constitution, federalism, the presidency, Congress, and the judiciary. The course includes a study of California state and local government, including the California Constitution.

*Prerequisites: None*

**POL 300 Latino Politics and Public Policy**

3 units

Students will study how government impacts Latinos and the Latino struggle to shape government policy and its implementation. It offers an analysis of political science perspectives on the Latino community’s struggle to gain effective access to government.

*Prerequisite: Upper Division Standing*

**POL 302 The Making of Public Policy**

3 units

This course explores government decision making and the impact these decisions have on people and communities. Students explore how issues become part of the political agenda, groups exercise power, and government policies are evaluated and modified. The advantages and disadvantages of the public policy process in relationship to certain groups of people is examined and evaluated. This course offers the student an opportunity to engage in the exploration of many of the questions and issues surrounding the making of public policy.

*Prerequisite: Upper Division Standing*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**POL 340W Global Social Justice: Focus on US Latinos and Latin America**

3 units

This course examines the issues of social justice that are prominent in the new global community. It offers an exploration of matters such as the role of women, environmental justice, the responsibility of richer nations to poorer nations, the promotion of diversity, and the protection of human rights. Students study international organizations dedicated to promoting social justice and consider how important social justice should be in working with minority groups and with international relations. There is a special focus on US Latinos and the peoples of Latin America.

*Prerequisite: Upper Division Standing*

**POL 350 Public Administration**

3 units

This course involves the study of the purpose and scope of public administration, and key concepts such as bureaucracy, ecology, and administrative power. Vital topics are discussed and analyzed, such as decision making, implementation, administrative communication, and competing bureaucratic subsystems. The course offers an analysis of politics and ethics in public administration.

*Prerequisite: Upper Division Standing*

**POL 400W Latinos and the Law**

3 units

This course is an introduction to the Latino experience in the legal system beginning with the Treaty of Guadalupe Hidalgo and continuing through contemporary time and the status of undocumented immigrants. The course focuses on important constitutional issues and cases that have impacted the Latino community. It examines how American society and the political system, operating under the framework of the US Constitution, have influenced the civil and political rights of Latinos. The Latino experience in the criminal justice system is also studied.

*Prerequisite: Upper Division Standing*

**Psychology (PSY)**

**PSY 100/PSY 100W Introduction to Psychology**

3 units

Students examine a broad overview of the different fields of psychology, including biological psychology, sensation and perception, learning and memory, language, thought and intelligence, motivation and emotion, human development, personality, abnormal psychology and therapy, human sexuality, and social and applied psychology.

*Prerequisites: None*

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*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
**PSY 205W Social Psychology**
3 units
This course focuses on the basic concepts and applications of social psychology, and includes such topics as attitudes, beliefs, and behavior; stereotyping, prejudice, and discrimination; interpersonal relationships; group behavior; and the effect of environmental stressors on behavior. Students apply principles learned to case studies and to situations in daily life.

*Prerequisites: None*

**PSY 300 Developmental Psychology: Adolescence**
3 units
This course examines current research on the biological, social, and cultural contexts of adolescent development. Topics include the impacts of puberty, adolescents’ decision-making competencies, changes in family and peer relationships, identity development, and psychosocial problems. These problems include confounding issues such as depression and problematic or high-risk behavior.

*Prerequisite: Upper Division Standing*

**PSY 305 Developmental Psychology: Lifespan**
3 units
This course explores the major developmental concepts and methods of life span. Fundamental theories, distinctive methods, and the physical, perceptual, cognitive, social, motivational, and emotional issues of development for each phase of life are considered.

*Prerequisite: Upper Division Standing*

**PSY 310 Personality**
3 units
This course provides an overview and comparison of the major theories of personality. It provides a frame of reference for understanding lifestyles, development, maturity, and psychopathology. Emerging research themes are used to identify promising lines of personality theorizing.

*Prerequisite: Upper Division Standing*

**PSY 315W Psychological Disorders and Crime**
3 units
This course focuses on the analysis of research findings, including research data from major studies, on psychological disorders and criminality in behavior, institution, community, and myth. Students evaluate contemporary theories about the relationship of psychological disorders and crime. Appropriate treatments, institutionalization, and detention or incarceration are explored.

*Prerequisite: Upper Division Standing*

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PSY 325/PSY 325W The Exceptional Child
3 units
This course covers issues related to children with special needs and the impact on families. It examines the four largest categories of exceptionality among young children: learning disabilities, speech and language impairments, mental retardation, and emotional disturbance. Teaching practices and philosophies of inclusion in child development programs and schools are discussed, and adaptations and intervention methods are highlighted.
Prerequisite: Upper Division Standing

PSY 350W Latino Psychology
3 units
The central focus of this course is the examination of theories, research, and major issues of relevance to understanding social psychological processes in Chicano/Latino populations. Topics include social development, cultural orientations, parental and child school attitudes and behaviors, gender and sexuality, close relationships, happiness and well-being, stereotyping, prejudice and discrimination, and mental and physical health.
Prerequisite: Upper Division Standing

PSY 450W Community Mental Health
3 units
This course examines the theory and research on outreach and prevention for application with various populations in community settings (e.g., victims of violence, immigrants, severely mentally ill). It presents characteristics of successful agencies and agency development, and surveys interventions currently used in community mental health.
Prerequisite: Upper Division Standing

Science (SCI)

SCI 100 Computer Applications for Scientists & Engineers
3 units (2 lecture units and 1 lab unit)
This course introduces the use of computer applications to create a technical project proposal. Problem-solving methods and practices are introduced, and research and data are collected using the Internet and other sources. The course emphasizes the use of word processing, presentation, spreadsheet, and web-based software to develop and present a technical project proposal.
Prerequisites: None

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Sociology (SOC)

SOC 101 Introduction to Sociology
3 units
This course is an introduction to the field of sociology. Students learn fundamental concepts and the major approaches in the analysis of social behavior. The course addresses major topics such as race and ethnic relations, social class and mobility, role and status, and social institutions.

Prerequisites: None

SOC 200 Introduction to Social Work
3 units
This course is an introduction to social welfare institutions and the social work profession. It reviews the history of social work and the development of social work theory and practice. Major topics also reviewed include policies that address social problems, the understanding of clients’ social environments, culturally competent social work practice, and the case management approach.

Prerequisites: None

Sociology Social Science (SOSC)

SOSC 453 Social Science Capstone
3 units
This course introduces social science research methodologies. Topics include critical analysis and evaluation of qualitative and quantitative research. Emphasis placed on developing student skills needed to locate, understand, and critique research findings. This course provides an opportunity for students to design and carry out a research project under the guidance of the instructor.

Prerequisites: Senior Standing

Spanish (SPAN)

SPAN 100 Elementary Spanish I
5 units
This course teaches the fundamentals of Spanish, including listening, speaking, reading, and writing. Emphasis is placed on classroom vocabulary and development of communication skills in cultural contexts.

Prerequisites: None

SPAN 101 Elementary Spanish II
5 units
This course is a continuation of Spanish 101. Emphasis is placed on classroom vocabulary, grammar, and development of communication skills in cultural contexts.

Prerequisites: SPAN 100 or permission of instructor

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**SPAN 200 Intermediate Spanish I**  
5 units  
This intermediate Spanish course includes listening, speaking, reading, writing, and grammar. Emphasis is placed on cultural material, short stories, essays, and plays. The study of vocabulary and development of communication skills in cultural context are continued.  
*Prerequisites: SPAN 101, permission of instructor, or passing score on Spanish placement test*

**SPAN 201 Intermediate Spanish II**  
5 units  
This intermediate grammar and composition course emphasizes advanced elements of grammar, writing, and speaking skills.  
*Prerequisites: SPAN 200, permission of instructor, or passing score on Spanish placement test*

**SPAN 205 Spanish for Native Speakers**  
5 units  
This course is designed for native-speaker students who are fluent in spoken informal Spanish, but need grammatical and syntactical knowledge to improve written and oral communication. The goal is to improve students’ appreciation of the Hispanic cultures and knowledge of language acquisition. This course is not open to students of Spanish 201.  
*Prerequisites: Placement test or permission of the instructor*

**SPAN 301 Advanced Grammar and Composition**  
3 units  
This course reviews selected grammatical structures and verb conjugations using literary texts and cultural issues. Emphasis is placed on expository writing.  
*Prerequisites: SPAN 201 or SPAN 205 or permission of instructor*

**SPAN 305 Latin American Literature**  
3 units  
This course surveys Latin American Literature, including literary genres of poetry, drama, essay, short stories, and novels of Latin American authors. Emphasis is placed on critical analysis and discussions on topics, characters, context, place and style, and how these authors have influenced history and society in Latin America and the world.  
*Prerequisite: SPAN 301*

**SPAN 306 Iberian Literature**  
3 units  
This course surveys Spanish literature, including literary genres of poetry, drama, essay, short stories, and novels of Spanish authors. Emphasis is placed on critical analysis and discussions on topics, characters, context, place and style, and how these authors have influenced history and society in Spain.  
*Prerequisites: SPAN 301 or permission of the instructor*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
SPAN 310 Latin American Civilization and Culture

3 units
This course surveys Latin American civilization and culture as reflected in the arts, history, politics, traditions, and institutions. The course covers from Pre-Colombian civilizations to contemporary societies.

Prerequisites: SPAN 301 or permission of the instructor

SPAN 311 Iberian Civilization and Culture

3 units
This course surveys Iberian civilization and culture as reflected in the arts, history, politics, traditions, and institutions. The course covers early peninsular civilizations to contemporary societies.

Prerequisites: SPAN 301 or permission of the instructor

SPAN 312 Chicano/Latino Civilization and Culture

3 units
This course studies Chicano art and cultural representations, including visual arts, media, performing arts, and literature. Emphasis is placed on how these cultural productions have influenced history.

Prerequisites: SPAN 301 or permission of the instructor

SPAN 320 Vive el Teatro

3 units
This course is a study and practice of teatro as a vehicle to represent and understand our communities, and includes a brief survey of Latin American teatro history. Students explore how to produce short plays.

Prerequisites: SPAN 305 or permission of the instructor

SPAN 330 Professional Communication Skills

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

Prerequisites: Permission of the instructor

SPAN 335 Introduction to Linguistics

3 units
This course covers the fundamentals of Spanish linguistics, phonology, morphology, syntax, and semantics. Students apply linguistics principles through the exploration of phonology, morphology, and syntactic variation in Spanish from the synchronic and diachronic points of view.

Prerequisites: SPAN 301 or permission of the instructor

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**SPAN 401 Mexican Literature**

3 units

This course surveys selected works of Mexican authors that include but are not limited to poetry, drama, and prose. The course discusses and analyzes selected texts from a literary genre or from various literary genres that are representative of a literary movement or a period. Representative texts from any Mexican literary and historical period can be chosen, from the codex pictographs to contemporary texts.

*Prerequisites: SPAN 305 or permission of the instructor*

**SPAN 420 Hispanic Literary Genres**

3 units

This course is designed to expose students to a specific literary genre that includes but is not limited to prose, essays, poetry, and drama from the Spanish-speaking world.

*Prerequisites: SPAN 305 or permission of the instructor*

**SPAN 450 Special Topics in Spanish**

3 units

Students who wish to research an area of study that is not included in the curriculum may petition for a special project. Students complete the Special Topics form and meet with an instructor to plan the content. The project must be approved by and the form must be signed by the Chair of the Department and then forwarded to the office of the registrar. Students may not register for more than two special projects in their academic career.

*Prerequisites: SPAN 301, SPAN 305, permission of instructor*

**Special Topics (SPT)**

**SPT 299, SPT 399, SPT 599 Special Topics**

1-3 units

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

*Prerequisites: Permission of instructor*

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Speech (SPC)

SPC 100/SPC 100W Public Speaking
3 units
This course explains the theory and practice of oral communication. The course emphasizes organization, presentation, and evaluation of various types of speeches. Students express their own ideas and experience the diverse perspectives of classmates through exercises, discussions, and formal speeches. In addition, students engage in critical listening, audience analysis, and audience-focused presentations. Students also explore the ethical responsibilities of a public speaker.

Prerequisites: None

SPC 300 Argumentation and Advocacy of World Issues
3 units
This course investigates and applies principles of argumentation to understanding theoretical models of argument and critical thinking, as well as applying communication contexts. Students learn about inquiry and advocacy in public issues for intelligent participation and analysis in discussion and debate. The role rhetoric plays in contemporary culture and world issues includes topics such as: political advocacy, science, technology, mass persuasion, and contemporary social issues.

Prerequisite: Upper Division Standing

Teacher Education Special Education (SPED)

SPED 500 Assessment and Instructional Planning
2 units
This course exposes students to a variety of assessment techniques appropriate for individuals with exceptionalities. Emphasis is placed on instruments and assessment methods that provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques. The course also focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences are able to reach their full potential.

Prerequisites: None

SPED 501 Behavior Management and Intervention
3 units
This course looks at strategies for constructing collaborative learning environments that promote positive behavior and active learner participation. Behavior management approaches and classroom design discussed within the context of this course focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group, and large group supports for success are addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

Prerequisites: None

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**SPED 502 Curriculum and Instruction Adaptations**

3 units

This special education methods course is designed to present information on the instruction of students with disabilities. A focus on diversity is inherent in the design of the course, and information of teaching culturally and linguistically diverse students is infused throughout. Students learn adaptations in curriculum and instruction for students with disabilities in language development, reading, language arts including: informal assessment, formulation of long- and short-term instructional objectives, and design and delivery of instruction including lesson development, on-going assessment, and modification of instruction based on student progress.

Prerequisites: None

**SPED 503 Teaching Mild to Moderate Students**

3 units

This course provides an overview of special education disabilities and programs for the education of children, youth, and young adults with mild/moderate disabilities. Content focuses on creating responsive environments, planning and organizing instruction, and various educational approaches including technology for diverse learners with mild/moderate disabilities. Research in the field is reviewed with emphasis on current trends. This course provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with mild/moderate disabilities.

Prerequisites: None

**SPED 505 Collaboration in Special Education**

3 units

Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential providing services for individuals with disabilities. This course focuses on empowering special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

Prerequisite: Tier I or Preliminary Credential

**SPED 506 Advanced Curriculum in Special Education**

3 units

Providing accommodations and differentiating instruction are essential practices for special educators. This course focuses on advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas with special emphasis on progress monitoring. Teachers will examine content-area standards and curriculum, with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic for all students who have special needs, including students with cultural and linguistic considerations.

Prerequisite: Tier I or Preliminary Credential

**Note:** In course descriptions, the "W" designates online courses; no "W" designates campus-based courses.
**SPED 508 Behavioral Interventions for Special Educators**

3 units

This course focuses on understanding, assessing, managing, teaching, and monitoring behavior with individuals with disabilities. Students review behavioral interventions that include management strategies, functional analysis and individual behavior management plans. Advanced strategies and interventions for preventing, minimizing, and resolving behavior problems in the classroom as well as teaching acceptable behaviors are explored and analyzed.

*Prerequisite: Tier I or Preliminary Credential*

**SPED 509 Transitional Planning in Special Education**

3 units

This field-based seminar will prepare candidates to implement successful planning and implementation of transitional life experiences from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will emphasize the quality of life outcomes—home and school life, friendships and social networks, self-determination, choice and family issues. Candidates will collaborate with families and personnel from other education and community agencies to plan for successful transitions of students.

*Prerequisite: Tier I or Preliminary Credential*

**SPED 604/SPED 604W The Impact of Disabilities on Learning and Teaching**

3 units

Special educators understand the breadth and depth of each disability. They continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. This course guides the special educator in examining disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and futures-planning perspective. Teachers further their ability to advocate for individuals with disabilities and for the field of special education.

*Prerequisite: Credential or Chair Approval*

**SPED 605/SPED 605W Strategic Collaboration in Special Education**

3 units

This course focuses on teaming, partnerships, and collaboration practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

*Prerequisite: Credential or Chair Approval*

**Note:** In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
SPED 606/SPED 606W Advanced Instructional Strategies in Special Education
3 units

Providing accommodations and differentiating instruction are essential practices for special educators. This course focuses on advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas with special emphasis on progress monitoring. Teachers will examine content-area standards and curriculum, with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

Prerequisite: Credential or Chair Approval

SPED 607/SPED 607W Literacy Interventions in Special Education
3 units

Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities. Because literacy development is often impacted by learning and behavioral disabilities, the special educator must be well-versed in this area of learning and teaching. This course guides the special educator in identifying reading and writing disabilities and in collaborating with others to devise appropriate and effective interventions, including the use of assistive technologies. Monitoring progress and ongoing assessment of literacy skills, strategies, and dispositions are emphasized.

Prerequisite: Credential or Chair Approval

SPED 608/SPED 608W Advanced Behavioral Interventions in Special Education
3 units

Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. This course focuses on understanding, assessing, managing, teaching, and monitoring behavior. Students review classroom and school management strategies and explore in greater depth individual functional analysis and individual behavior management plans with the goal of transition planning.

Prerequisite: Credential or Chair Approval

SPED 609/SPED 609W Functional and Transitional Planning in Special Education
3 units

This field-based seminar will help prepare candidates to implement successful planning and implementation of transitional life experiences from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will emphasize the quality of life outcomes—home and school life, friendships and social networks, self-determination, choice and family issues. Candidates will collaborate with families and personnel from other education and community agencies to plan for successful transitions of students.

Prerequisites: BA and Preliminary Credential

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Translation and Interpretation (T&I)

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

Prerequisites: Passing score in T&I Spanish Test or demonstration of competency through course work.

T&I 305 Translation Theory & Technique I
3 units
This course covers introductory interpretive hermeneutic theory as a framework for doing work in text translation; uses discourse-based approaches for editing and comprehending source text; and discusses translation as a process of intermediation between explanation (text) and understanding (reading comprehension) in the intra-language phase, and between understanding and explaining (rendering via writing) in the inter-language phase of translation.

Prerequisite: T&I 205

T&I 306 Interpretation Theory & Technique I
3 units
This course covers interpretive hermeneutic theory as it applies to the interpretation of speech and explores the use of discourse-based techniques that mediate between explanation (verbal) and understanding (listening-comprehension) in the source-language analysis phase, and between understanding and oral rendering (speech-production) in the inter-language-phase.

Prerequisite: T&I 305

T&I 314 Translation: Banking, Commerce, and Finance
3 units
This course develops skills in two-language translation of vocabulary used in banking, commerce, and finance. Emphasis is given to Spanish-to-English and English-to-Spanish with specialized terminology.

Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

T&I 315 Translation: Political, Government, & International Relations
3 units
This course studies textual materials used by international organizations and governmental agencies. Translation and interpretation exercises build bilingual terminology relating to political debates, conference meetings, memoranda, contract forms, minutes, press releases, and records.

Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
**T&I 316 Spanish Medical Terminology: Anatomy and Physiology**
3 units
This course covers Spanish medical terminology relating to the human body as structure and system. Students gain skills in translating and interpreting medical documents used in general medical practice, such as medical office correspondence, informational brochures, office and hospital intake questionnaires, and other documents. Translation and interpretation skills are reinforced through class activities.

*Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**T&I 318 Spanish Medical Terminology: Diseases and Treatment**
3 units
This course covers Spanish medical terminology relating to general diseases, first aid in emergencies, and common injuries. Students also learn how to interpret laboratory tests, medical history questionnaires, medical disability reports, and other documents. Translation and interpretation skills are reinforced through class activities.

*Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**T&I 410 Computers and Technology in Translation**
3 units
This course is designed for pre-professional and professional translators who perceive technology as translation strategy. It examines current issues in computer technology and other high-tech resources to assist translators. The act of translation of technical texts and manuals is analyzed.

*Prerequisites: Computer skills, consent of instructor*

**T&I 413 Legal Translation**
3 units
This course emphasizes written translation of legal texts, sight translation exercises (English and Spanish), and analysis of legal translation samples for terminology acquisition. Strategies for adding to personal terminology banks are reviewed.

*Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

**T&I 414 Legal Interpretation**
3 units
This course emphasizes legal terminology and interpretation skills used in law offices, court proceedings, and worker compensation and immigration hearings. Students will engage in intensive practice of consecutive and simultaneous interpretation.

*Prerequisite: 6 units of T&I foundation courses or consent of instructor or T&I coordinator*

*Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.*
University (UNI)

UNI 100 First-Year Seminar
3 units

This course promotes student success by helping students develop the skills, behaviors, and attitudes conducive to the achievement of their educational, personal, and career goals. New students will engage intellectually, socially, emotionally, and physically in the college experience.

Prerequisites: None

Note: In course descriptions, the “W” designates online courses; no “W” designates campus-based courses.
Faculty and Staff

University Administrators

- President, David Lopez, EdD
- Interim Provost, Adriana Ayala, PhD
- Vice President of Campus Operations, Jorge Escobar, BS
- Chair, Teacher Education, Neva Hofemann, MA
- Chair, Business Administration, George Guim, EdD
- Chair, Liberal Studies, Carlos Navarro, PhD
- Chair, Child Development, Edirle Menezes, PhD
- Chair, Computer Science, Julio Garcia, PhD
- Interim Program Director, Mathematics and Science, Cynthia Wambsgans, MA
- Interim Program Director, General Education, Michael Jordan, MA
- Program Director, Translation & Interpretation, Gloria Romero McNamara, MBA
- Program Director, Master of Arts in Education, Francisca Miranda, PhD
- Director, Library Services, Gabriela L. Nocito, MLIS
- Interim Program Director, Academic Initiatives, Michael Mooney, MA
- Registrar, Pamela Bustillo, BS
- Director, Financial Aid, Diondrae P. Collier, MA
- Manager, Admissions, Jesus Morales, MA
- Director, Enrollment, Agustin Cervantes, MA

Full-Time Faculty

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

Cayabyab, Teresa (2009)
Teacher Education
B.A., San Jose State University, Sociology/Education, Teaching Credential
Ed.M., University of San Francisco, Organization and Leadership, Administrative Credential

Choflá, Shaun-Adrian (2008)
Child Development
BA, Pacific Oaks College, Human Development
MA, Pacific Oaks College, Human Development
Clemons, Judy (1998)
Business Administration
AS, Bluefield State College, Business/Marketing
BA, Bluefield State College, Business
MBA, W. Virginia University, Business

Garcia, Julio (1997)
Computer Science
BA, National University of Education, Technology
MA, University of N. Iowa, Technology
PhD, University of N. Iowa, Industrial Technology

Guim, George (1997)
Business, Economics, Teacher Education, Dance, Translation & Interpretation
BA, University of San Francisco, Economics
MA, University of San Francisco, Economics
MS, University of San Francisco, Environment Management
MA, Stanford, Education
EdD, University of San Francisco, Organization and Leadership

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

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

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

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

Mooney, Michael (1990)
English Composition & Literature
BA, CSU Hayward – English Literature
MA, CSU Hayward – English Literature
Navarro, Charles (1999)
Liberal Studies
PhD, Claremont Graduate School, Government

Rosenberg, Roger E. (1999)
Teacher Education & History
BA, UC Berkeley, History
MA, San Jose State University, US History
PhD, UC Santa Barbara, US History

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

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

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

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

Contributing Faculty

Abrica-Carrasco, Ruben (2012)
Teacher Education
BA, Occidental College, Spanish
MA, Stanford University, Education

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

Barnes, Frank (2005)
Art
BA, San Jose State University, Art History
MA, San Jose State University, Art History
Bihari, Amitabh (2001)
Computer Science
BS, GOV’T College of Engineering, Chemical Engineering
MS, W. Michigan University, Computer Science

Borgen, Jason (2010)
Teacher Education
BA, San Jose State University, Chemistry
MA, San Jose State University, Education Administration & Supervision

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

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

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

Chaput, Steven L. (2012)
Computer Science
BSC, Elmhurst College, Computer Science
MBA, University of Dallas, Executive Management

Chavez, Janice A. (2012)
Teacher Education
BA, University of New Mexico, Special Education
MA, University of New Mexico, Education
PhD, University of New Mexico, Education

Chavez, Marcia (2012)
Child Development
BA, San Jose State University, Social Science
MA, Pacific Oaks College, Human Development

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

Cortez-Parra, Christina (2003)
Mexican-American Studies
BA, NHU, Liberal Studies
MA, San Jose State University, Mexican American Studies
Cline, Zulmara (2010)
Child Development
BA, University of California Santa Barbara, Developmental Psychology
MA, University of California Santa Barbara, Education
PhD, University of California Santa Barbara, Education

Clark, Allison C. (2012)
Child Development
BA, California State University Fresno, Psychology
MS, California State University Fresno, Counseling-MFCC

College II, Arthur T. (2011)
Business
BA, CA. State University, San Bernandino, Business Administration
MBA, CA. State University, San Bernandino, Accounting & Finance

Das, Nibedita (2012)
Computer Science
BSC, Presidency College, University of Calcutta, Statistics
PhD, Arizona State University, Computer Science and Engineering

English
BA, Cal-State University, Stanislaus, English and Spanish
MPA, Cal-State University, Fullerton, Public Administration
MA, Notre Dame de Namur University, English

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

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

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

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

Fonteno, Janice
Early Childhood Education
BS, California State University East Bay, Human Development
MS, California State University East Bay, Education
Forte, Geraldine (2010)
Teacher Education
BA, San Jose State College, Behavioral Science
MA, San Jose State University, Behavioral Science
PhD, University of San Francisco, Organization & Leadership

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

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

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

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

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

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

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

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

Harris, Jacqueline J. (2011)
Teacher Education
BA, UC Davis, Psychology

Business Administration
BS, Mapua Institute of Technology, Chemical Engineering
MBA, Golden Gate University, Operations Management

Howland, Mary R. (2012)
Teacher Education
BA, UC Santa Cruz, Psychology
MA, San Jose State University, Institutional Technology
MA, San Jose State University, Elementary Education
PhD, University of San Francisco, Learning and Institutional

Huddleston, Judy (2012)
English
BFA, California Institute of the Arts, Visual Arts
MFA, Eastern Washington University, Creative Writing

Huie, Allison M. (2012)
Teacher Education
BA, Texas A&M University, Philosophy
MA, Texas A&M University, Education, Curriculum and Institution
PhD, Texas A&M University, Curriculum and Institution

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

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

Kates-March, Sarah (2001)
Speech & Communication Studies
BA, Cal Poly, San Luis Obispo, Speech Communication
MA, San Jose State University, Speech Communication
Lamas, Oscar (2009)  
Teacher Education  
BA, San Jose State University, Sociology/Criminology  
MA, San Jose State University, Education/Counseling and student Personnel

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

Martinez, Ramon (2011)  
Teacher Education  
BA, San Jose State University, Sociology/Spanish  
MA, San Jose State University, Mexican American Studies  
PhD, University of Southern California, Education Leadership

Meem, Nashit (2009)  
Teacher Education  
BA, University of Rutgers New Jersey, Biomedical Engineering  
MS, New Jersey Institute of Technology, Biomedical Engineering

Moussa, Ayman A. (2011)  
Business Administration  
BS, Lebanese American University, Computer Science  
MS, University of San Francisco, Information Systems  
EdD, University of San Francisco, Organization and Leadership

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

Necochea, Juan (2008)  
Teacher Education  
BA, University of California, Santa Barbara, Psychology/Spanish  
MA, University of California, Santa Barbara, Education Administration  
PhD, University of California, Santa Barbara, Education Administration

Negrete, Frank S. (2011)  
Teacher Education  
BA, San Jose State University, Education  
MA, University of San Francisco, Administration

Nezamzadeh, Marzieh (2011)  
Math and Science  
BSC, Shahid Beheshti University, Applied Physics  
MSC, Carleton University, Applied Physics  
PhD, Carleton University, Applied Physics
Nguyen, Ninh D. (2001)
Economics
BA, San Jose State University, Economics
MA, San Jose State University, Applied Economics
PhD, Capella University, Business

Oliverez, Juan (2007)
Liberal Studies
BA San Jose State University, Social Science
MA, University of California Berkeley, Sociology
PhD, University of California Berkeley, Sociology

Translation & Interpretation
BA, Universidad de Las Palmas de Gran Canaria, Early Childhood Education
MA, Monterey Institute of International Studies, Translation and Interpretation

Pereira, Lisa (2010)
Teacher Education
BA, San Francisco State University, Liberal studies
MA, San Francisco State University, Humanities

Peterson, Tarik (1990)
Liberal Studies
BS, Antioch College, Chemistry
PhD, University of California Berkeley, Biochemistry

Picou-Broadnax, Amber (2011)
MAED
BA, San Jose State University, Social Science
MA, University of San Diego, Leadership Studies
EdD, University of San Francisco, Organization Development and Leadership

Pulido, James M. (2012)
MAED
BA, San Diego State University, Spanish
MA, National University, Curriculum and Instruction
PhD, San Diego State University, Special Education

Early University Program
BS, University of California at Santa Barbara, Engineering
MS, National University, Education

Regua, Nannette (2005)
Ethnic Studies
AA, San Jose City College
BA, San Jose State University, English
MA, Sarah Lawrence College, Women’s History
Rizzo, Jesse (2002)
Teacher Education
BA, San Jose State University U, Liberal Studies
MA, San Jose State University, Elementary Administration and Supervision
CA, San Jose State University, Teaching Credential
CA, San Jose State University, Administrative Credential

Robledo, Lucinda (2009)
Math & Science
MS, California State University Los Angeles, Biomathematics

Rodriguez Pinzon, Monica A. (2012)
Math & Science
BS, Pontificia Universidad Javeriana, Microbiology
MPH, Western Kentucky University, Public Health
PhD, Purdue University, Mechanical Engineering

Rodriguez, Gilbert J. (2011)
English
BA, Notre Dame de Namur University, English
MA, Notre Dame de Namur University, English

Rossi, Freda (2011)
Teacher Education
MA, California State University Long Beach, Educational Administration
EdD University of California Irvine, Educational Administration

Ryan-Thaanum, Katherine (2010)
Translation & Interpretation
BA, University of the Pacific, Spanish and Mathematics
MA, University of the Pacific, Education
Certificate, The National Hispanic University, Translation and Interpretation

Salgado, Harry (2010)
Teacher BA, Education
BA, San Jose State University, Political Science
MA, University of San Francisco, Curriculum and Instruction

Sanchez, Armando (2010)
Liberal Studies
MSW., California State University Fresno, Social Work
PhD, University of California Berkeley, Social Work

Schmidt, Kimi Lynn (2010)
Liberal Studies
PhD, University of San Francisco, Education

Shabaniani, Barbara A. (2012)
Teacher Education
BA, California State Hayward, Psychology
MA, Argosy University, Instructional Leadership Education
Silvas Centeno, Christina M. (2012)
Teacher Education
BA, San Jose State University, Environmental Studies
MA, San Jose State University, Elementary Education
PhD, University of Phoenix, Education

Simpson, SheriAnn (2012)
Masters in Education
BA, Saint Mary’s College, Spanish
MA, Northwestern, Spanish
PhD, Tecnologico de Monterrey, Education

Smith, Jamie R. (2011)
Child Development
BA, Pacific Oaks, Human Development
MA, National University, Teaching

Stebbins, Gary J. (2011)
Teacher Education
BS, Humboldt State, Education
MA, San Jose State University, Education
EdD, Fielding University, Education

Solano, Patricia (2001)
Mathematics
BA, Fresno State University, Math
MS, in process, San Jose State University, Math

Stewart, Denise (2009)
Teacher Education
MA, New York University New York, teachers of English to Speakers other Languages in Secondary Schools

Suares, Valerie (2002)
Teacher Education
BA, University of London, Humanities and Combined Studies
MA, San Jose State University, Education/ Instructional Technology

Tafolla, Tom (2010)
Business Administration
BA, Santa Clara University, Biological Science Psychology
JD, University of San Francisco, Law, Business Management, Political Science

Timchenko, Josef (2010)
Liberal Studies
BA, Bowling Green State University, Political Science
MA, Pepperdine University, Public Policy
Torres, Noe (2008)
General Education
BA, San Jose State University, English
MA, California Polytechnic State, English

Totter, Joseph
Teacher Education and Child Development
BA, State University College at Geneseo, Special Education
MA, State University College at Buffalo, Special Education
PhD, State University of New York at Buffalo, Special Education

MAED
BA, University California Santa Cruz, Biology
MA, University California Los Angeles, Biology
Ph.D., University California Santa Barbara, Educational Psychology

Vargas, Adrian (2007)
Liberal Studies
BA, San Jose State University, Theatre
MFA, University of California Davis, Dramatic Art and Related Arts

Vargas, Karla (2012)
Translation & Interpretation
BA, Ricardo Palma University, Translation and Interpretation
MA, West Virginia University, Linguistics

Vasudevamurthy, Jagadeesh (2012)
Computer Science
B.E., University of Mysore, Electronics and Communications
MA, Indian Institute of Technology Kharagpur, Technology
PhD, McGill University, Electrical Engineering

Vu, Amy E. (2012)
Math & Science
BA, San Jose State University, Mathematics
MS, San Jose State University, Mathematics
BA, San Jose State University, Psychology

Westfall, Sarah A. (2012)
Liberal Studies
BS, California State University Chico, Kinesiology/Human Nutrition
MA, California State University Fresno, Physical Education
PhD, Virginia Tech, Curriculum/Instruction

White, Janet (2002)
Teacher Education
AAS, Sinclair Community College, Child Development
BS Ed, Wright State University, Elementary Education
MSEd, Wright State University, Mental Health
Young, Gabriel (2011)
General Studies
BA, University of California, Legal Studies
MA, John F. Kennedy University, Counseling Psychology
MA, Fielding Graduate University, Human Development

Yinger, Joanne S. (2011)
Teacher Education
BA, University of San Francisco, Psychology
MA, San Jose State University, Education Administrator

Zampino, Sandra J. (2011)
MAED
BA, Oral Roberts University, Social Work
MS, Nova Southeastern University, Educational Leadership
EdD, Nova Southeastern University, Educational Leadership Curriculum

Zeccardi, Joseph (2011)
General Education
BA, Kings College, English and Philosophy
PhD, State University New York at Buffalo, Philosophy

Zendedel Haghighi, Ali (2011)
Math & Science
BA, Kent State, Chemistry
MS, Kent State, Biochemistry
PhD, Cleveland State, Biochemistry

Board of Directors

Paula R. Singer - Chairperson
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Founding President
Association of Latino Administrators & Superintendents

Edward M. Alvarez, Esq. – Chair, Student Affairs
CEO
Alvarez Advisory Services
The NHU Foundation
Dr. Germán A. Ramírez  
President  
Network Product & Services, Laureate Higher Education Group

Dr. Ralph Fessler  
Professor and Dean Emeritus School of Education  
Johns Hopkins University

Dr. Ramon Jimenez  
President and Founder  
Orthopedic and Fracture Clinic of San Jose

Raymond L. Ruiz  
President and CEO  
Community Development Resources, Inc.

Dr. Gerardo E. De Los Santos  
President and CEO  
League for Innovation in the Community College

Dr. Guadalupe Valdes  
Bonnie Katz Tenenbaum Professor of Education  
Stanford University
Appendix A: Academic Performance Policies and Probation Policies

Academic Probation

Academic probation policies apply to all students enrolled in a degree program. Academic probation constitutes a serious warning that the student’s academic record is unsatisfactory and that failure to improve the record will lead to dismissal from The National Hispanic University (NHU). The following categories of students will be placed on academic probation:

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

Any student who has not completed the required number of minimum units in the time allocated, typically 1.5 times the standard program length for normally progressing students. See Monitoring Time Limit section below.

Students on probation are not allowed to take more than 12 units of credit per semester until they reach satisfactory academic progress. The Department’s Chair/Director may impose additional requirements and limitations with regard to a student participation in NHU-recognized extracurricular activities.

Academic Disqualification

Academic disqualification constitutes termination of a student’s relationship with NHU for unsatisfactory academic performance. A disqualified student may not register in any NHU course and is denied all privileges of student status. To be considered for readmission, the student must re-apply to NHU after a minimum of one year, in which time the student must demonstrate success in college-level courses. Students can do this by enrolling at a community college or university and successfully completing courses acceptable for credit (“B” or above). Students are required to complete a minimum of 15 semester units. In addition, students must meet the admission and degree requirements in effect at the time of re-admission, not those in effect when they were originally admitted.

Teacher Education students who receive a notice of disqualification may petition the appropriate Department Chair.

The following categories of students are subject to disqualification:

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

- Any student who, after being placed on probation, fails to successfully complete at least 70% of the units attempted during a semester.

**Monitoring Time Limit**

The maximum time to complete a degree or certificate program is 1.5 times the standard program length for normally progressing students of the same enrollment status: full- or part-time. The full-time bachelor’s degree student must complete the entire four-year academic program in no more than six years. The maximum time for the part-time student is double that of a full-time student. For other degree or certificate programs, it is 1.5 times the standard program length for normally progressing students.

A student's academic performance is evaluated several times during his enrollment to determine satisfactory academic progress. The review is performed by the Office of the Registrar in conjunction with the Financial Aid Office and appropriate Department Chairs/Directors.

Students who fail to comply with the minimum number of units successfully completed are subject to disqualification. For more details see the “Academic Performance Policies” section of the catalog.
Appendix B: “Students’ Right To Know” Law

Federal legislation requires universities to inform students of any criminal acts of violence which have occurred on campus during a three- to five-year period.

Crime Reports

NHU has a sound security system from 8:00 a.m. through 11:00 p.m. when the campus is locked up. NHU Security is headed by the Vice President of Campus Operations and staffed by two security officers.

NHU is fortunate in that no serious crime or violence has occurred on its premises. The most serious crime has been the theft of computer equipment from the campus. Other crimes such as auto vandalism and graffiti on campus walls have occurred, and measures have been taken to prevent recurrence (24-hour alarm system, security officer patrolling the premises). NHU has made every effort to ensure that students, staff, and faculty are in a safe environment.

If you have any questions or concerns, please contact the Office of Campus Operations.
Appendix C: Family Educational Rights and Privacy Act of 1974 (FERPA)

Notification of FERPA Rights

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

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

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

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

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

4. The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Disclosure of Student and Alumni Information

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

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

Non-Public (Private) Information

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

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

Changes to Personal Information

The Office of the Registrar is responsible for ensuring the accuracy of student academic records. Students should keep their contact information up to date by changing it on their myNHU university portal or by e-mailing any changes to the Office of the Registrar.

For name changes or corrections to names or Social Security numbers, students must provide a signed written request by mail or by fax to (408) 254-1369.

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

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

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

The University has as one of its distinguishing characteristics an atmosphere conductive to genuine understanding and mutual respect among all members of the local community, students, Faculty, staff, and administration, faculty, and students. Open and honest communication is an essential contributing factor if such an atmosphere is to remain a reality. After all other means of communication have been tried and found wanting, demonstrations will be permitted so long as they are orderly and the rights of others are respected. However, NHU does believe that other means of expression or communication than demonstrations are more meaningful, and therefore, more productive in the solution of common problems. In the last analysis, any problem in the NHU community is a common problem, and should be approached in a way agreeable to all sectors of the community, insofar as possible.

Demonstrations or protests which in any way infringe the rights of others or disrupt the normal educational process will not be tolerated. If NHU administration determines that a demonstration or protest is disruptive and/or is in violation of the rights of others, the following steps will be taken:

- The demonstrators will be verbally warned of their violation of regulations and told that they must cease their activity or be subject to disciplinary action.
- If the group must be warned a second time, it shall be understood that all members of the group shall be subject to disciplinary action and that the student leaders who encourage the continuance of the demonstration shall be subject to suspension from NHU.
- If the disturbance continues, the municipal authorities will be notified, and NHU will, in addition to the above, sign disturbance complaints against each member of the group.

It shall also be understood that the demonstrators will be financially responsible for any personal injury or destruction of property which may occur during the disturbance.
Appendix E: Sales to and Solicitation of Persons on Campus and the Distribution of Literature Policies

The following are the NHU policies regarding the solicitation of students and distribution of materials. The Vice President of Campus Operations is responsible for implementing these policies.

- Solicitation on the campus by non-university personnel and by individual students not representing NHU-affiliated or sponsored groups:
  - Solicitors, sales persons, peddlers, and canvassers seeking student contact are not to operate on campus or in any of its building or facilities (except as outlined below), without the personal and specific invitation of an individual student for a private conference.
  - Student may not arrange sales conferences for other students.
  - Free samples of products may be distributed in designated areas by sales personnel only upon the written approval of the Vice President of Campus Operations.
  - Request for on-campus solicitations or sales of newspapers, magazines, or periodicals published off-campus will be considered by the Vice President of Campus Operations.

- Solicitations on campus by NHU-affiliated or sponsored groups:
  - NHU-affiliated or sponsored groups may be authorized to conduct sales on campus in areas designated by the Vice President of Campus Operations or his/her designated representatives.

- Advertising and Publicity:
  - NHU facilities and property may not be used for commercial advertising by non-university groups or individual students.
  - All posters and banners to be displayed on the campus, on other than academic departmental bulletin boards, must be approved by the Vice President of Campus Operations or his/her designated representatives and are subject to the stipulations established by that office.

- Mailing lists owned by NHU shall not be used for any purpose other than the purposes for which they were established, unless approval has been given in advance by the Vice President of Campus Operations.

- NHU will not provide lists of names and addresses of students for business purposes.
Appendix F: Narcotics and Other Controlled Substances Policy

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

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

This policy will be enforced through the normal university and residence disciplinary channels.

A single violation of this policy may result in immediate dismissal from NHU. A second violation will result in dismissal.

Policy on Marijuana

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

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

This policy will be enforced through the normal NHU disciplinary channels. A second violation of this policy will result in dismissal.
Appendix G: Sexual Harassment Policy

The University adheres to the principle that its students, faculty, and staff have a right to be free of sexual harassment by any member of the academic community. Sexual harassment includes such behavior as:

- Attempting to coerce an unwilling person into a sexual relationship (physical assault, or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one’s job, opportunities, grades, letter of recommendation, etc.)
- Subjecting a person to unwanted sexual attention (inappropriate touching of another's body, etc.)
- Penalizing a person who refuses sexual advances (denying opportunities for advancement, lowering grades, etc.)
- Creating a sexually intimidating, hostile, or offensive working or educational environment (use of language or gesture to harass sexually, sexual activities, sexist and sexual jokes, staring at another’s body, any retaliatory conduct against an individual who has complained of sexual harassment, etc.)

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

Individuals who believe they have been sexually harassed should first seek to make clear to the offender in writing, their displeasure regarding the behavior and their desire that it cease, seeking assistance, if they wish, from one of the following: if the harassed one is a faculty member, from the Provost; if a staff or student member, from the Human Resources Director. If the unacceptable behavior continues, the persons who feel they have been harassed may seek redress through NHU’s formal grievance procedures, initiating the process by going directly to one of the Grievance Officers. Grievance procedures are detailed in the main body of this document.

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

A student found guilty of sexual harassment is subject to dismissal. A member of the faculty or staff found guilty of harassment is subject to termination of employment. Complaints regarding sexual harassment will be responded to promptly and equitably. Confidentiality will be maintained in so far as possible to protect the right to privacy of both persons and so that the integrity of the respondent is not compromised in the event of an unfounded complaint. This policy expressly prohibits retaliation against any individual who in good faith asserts a complaint of sexual harassment.
Appendix H: Medical Information Sheet

General Information and Referral Services

- State of California Health Service: [http://www.ca.gov/Health.html](http://www.ca.gov/Health.html)
- General information for Santa Clara County services: [www.sccgov.org](http://www.sccgov.org)

County Hospitals/Health Care Centers

Santa Clara Valley Medical Center [http://www.scvmed.org](http://www.scvmed.org)

751 S. Bascom Ave, San Jose 95128

(888) 334-1000 Full Service Primary Care: Pediatrics, OB/GYN, Adult Medicine

408-885-5000 Free 24 Hr. Telephone Medical Advice

Full-service medical care for all patients regardless of ability to pay

Santa Clara Valley Medical Center at Tully

500 Tully Rd., San Jose

408-885-4164

Valley Health Center at Silver Creek

1620 E. Capitol Expwy., San Jose

Appt. 888-334-1000

VMC Urgent Care Clinic at Bascom

751 S. Bascom Ave., San Jose

Valley Health Center at San Martin

90 Highland Ave., San Martin

Valley Health Center at Lenzen

976 Lenzen Ave. Ste 1800, San Jose

Appt. 888-334-1000

Valley Health Center at East Valley

1993 McKee Rd., San Jose

Appt. 888-334-1000

Valley Health Center at Fair Oaks

660 Fair Oaks Ave., Sunnyvale

Appt. 888-334-1000

Valley Health Center at Tully

Santa Clara Valley Medical Center at Tully

500 Tully Rd., San Jose

408-885-4164

Valley Health Center at Silver Creek

1620 E. Capitol Expwy., San Jose

Appt. 888-334-1000

Valley Health Center at San Martin

90 Highland Ave., San Martin

Valley Health Center at Lenzen

976 Lenzen Ave. Ste 1800, San Jose

Appt. 888-334-1000

Valley Health Center at East Valley

1993 McKee Rd., San Jose

Appt. 888-334-1000

Valley Health Center at Fair Oaks

660 Fair Oaks Ave., Sunnyvale

Appt. 888-334-1000

Other Health Centers

Santa Clara County Mental Health Dept. Access-Program Information & Referrals

(800) 704-0900

Santa Clara Count Dept. of Drug & Alcohol Services Information & Referral (800) 488-9919

Gardner Family Health Network

Comprehensive health care services at various locations. Medical (272-6300)


Dental (272-6360)

Comprecare Health Center

3030 Alum Rock Ave., San Jose

Las Colinas Medical Center

2820 Alum Rock Ave., San Jose

729-2900

Family Resource Centers

Asian Pacific Family Resource Center

625 Wool Creek Dr. 299-1500

Gilroy Family Resource Center

7560 Monterey Rd. 846-5000

Nuestra Casa #F Ujirani

1998 Alum Rock Ave. 251-9491

Family Resource Center

1023 E. Brokaw Rd. 452-6560
**Health Insurance**

**Healthy Families:**
The Healthy Families Program is low cost insurance that provides health, dental, and vision coverage to children and women.
1-800-880-5305 or www.healthyfamilies.ca.gov/

**Santa Clara Family Health Plan:**
There are several enrollment sites throughout Santa Clara County.
1-800-260-2055 or www.scfhp.com 408-376-2000

**California Major Risk Medical Insurance Program (MRMIP)**
MRMIP is administered by the Managed Risk Medical Board and developed to provide health insurance for Californians who are unable to obtain coverage on the open market.
**1-800-289-6574 or www.mrmib.ca.gov**

**Blue Cross of Northern California:**
Health plans for individuals and families who are not participating in group coverage through an employer.

Individual and Family-Under 65, 1 (800) 777-6000
All Senior Plans-Over 65, 1 (800) 765-2585
916-447-9280 or http://www.anthem.com/ca/welcome/home.html

**Kaiser Foundation Health Plan, Inc.**
Health plans for individuals and families who are not participating in group coverage through an employer.

Individual Enrollment 1-800- 489-9918 408-972-3000
1-800-556-7677 or www.kaiserpermanente.org

**Health Net**
Health plans for individuals and families who are not participating in group coverage through an employer.

1-800-909-0944 or www.healthnet.com

*Note: The Office of the Registrar updates the above periodically. Please see the Registrar for questions or additional information.*
Appendix I: Posting Policy

Approved: January 28, 2005

The general NHU policy regarding posting materials on campus property prohibits messages that are libelous, slanderous, obscene, or belligerent. In addition, the general policy also prohibits posting materials that constitute sexual harassment or harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, or sexual orientation.

The responsibility for approval and oversight of posted materials lies with the department or unit supervisor sponsoring the posting or event.

The responsibility for approval and oversight of posted materials from groups or individuals from outside the university community lies with the Vice President of Campus Operations or his/her designee.

Violation of any of the provisions of this policy will result in the removal of the posted material and possible NHU sanctions for the responsible group or individual.