

Menlo College

2024-2025 Catalog

An Independent Institution of Higher Learning



Menlo College Accreditation
Menlo College chooses to go through rigorous accreditation processes to stay accountable, and to demonstrate ongoing commitment to providing high-quality education.**

AACSB: Menlo College has earned AACSB accreditation (Association to Advance Collegiate Schools of Business)*, a distinction earned by less than five percent of the world's business schools. Menlo College is proud to be among the elite schools across the globe that have earned this accolade.

WSCUC: WASC Senior College and University Commission (WSCUC)** is a nonprofit organization that is recognized as an institutional accrediting agency by the U.S. Department of Education. WSCUC accredits public and private higher education institutions as well as a limited number of institutions outside the United States. A WSCUC accreditation is a respected symbol of quality. Students can be assured that the college or university has met standards of quality, is engaged in continuous review, and that eligible students have access to federal financial aid.

*AACSB International
www.aacsb.edu

**WASC Senior College and University Commission
www.wscuc.org

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Atherton, CA
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800.55.MENLO
menlo.edu

2024-2025
Catalog

Menlo College

VISION

Menlo College's vision is to redefine business education to be dynamically adaptive, innovative, and relevant so that students can recognize opportunities and apply 21st century skills to make a positive impact on the world.

MISSION

At Menlo College, we ignite potential and educate students to make meaningful contributions in the innovation economy.

Our students thrive in an environment that values: small class sizes, experiential learning, engaged and student-centered faculty, holistic advising, exceptional student success resources, robust athletics programs and student leadership activities, and opportunities to engage in the Silicon Valley environment. Our graduates are able to learn throughout their lives and to think analytically, creatively, and responsibly in order to drive positive change inorganizations and communities. Our faculty members mentor students by identifying potential, cultivating students' individual talents, and helping them build a roadmap to support their success. We support our faculty in producing research that informs teaching, theory development, and professional practice.

COLLECTIVELY, THE FOLLOWING REPRESENTS THE CORE VALUES THAT INFORM OUR MISSION STATEMENT

At Menlo College, we:

- Value diverse ideas and celebrate our differences
- Treat all people with fairness and equity
- Develop the full potential in each person
- Support a range of teaching and learning styles
- Continually improve the educational process
- Consider one's responsibilities to others
- Act with integrity

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Menlo College Undergraduate and MASPP Academic Calendar 2024-2025

FALL SEMESTER 2024		
July 1	Monday	Tuition due for Fall 2024
August 7-16	Wednesday-Friday	Rising Scholars Program
August 15	Thursday	Residence halls open for *international* residents
August 16	Friday	Residence halls open for *new* students
August 16	Friday	Last day for 100% tuition refund for complete withdrawal
August 16	Friday	Faculty Orientation and Professional Development
August 16-18	Friday-Sunday	New Student Orientation (first-year and transfer students)
August 17	Saturday	Residence halls open for *transfer* students (morning)
August 18	Sunday	Residence Halls opens for *returning* students
August 19	Monday	**First day of semester**
August 23	Friday	Last day to ADD a class (waitlists will close at 2 p.m.)
September 2	Monday	Labor Day HOLIDAY (no classes)
September 9	Monday	Last day for 75% tuition refund for complete withdrawal
September 13	Friday	**Last day to DROP a class without a "W"—Census Date**
September 23	Monday	Last day for 50% tuition refund for complete withdrawal *(no refunds issued after this date)*
October 11	Friday	Mid-semester grade reports due
October 25	**Friday**	**Last Day to WITHDRAW from a class with a "W"**
October 28	Monday	Spring registration materials available
November 1	Friday	Graduation Petition deadline for Spring/Summer 2025
November 4	Monday	Spring registration begins for seniors
November 5	Tuesday	Spring registration begins for juniors
November 6	Wednesday	Spring registration begins for sophomores
November 7	Thursday	Spring registration begins for all continuing students
November 25-29	Monday-Friday	Thanksgiving break (no classes)
November 28-29	Thursday-Friday	Thanksgiving HOLIDAY (campus closed)
December 2	Monday	Classes resume
December 6	Friday	Tuition due for Spring 2025
December 9	Monday	Final Week Schedule begins
December 13	Friday	**Final Week Schedule ends / Last day of semester**
December 14	Saturday	Residence hall move out for students not remaining over the break
December 16	Monday	Final grade reports due
Dec 25-Jan 1	Wed-Wed	Winter break (campus closed)
January 2-17	Monday-Friday	**Fall Intersession** (3-week session)
December 19	Thursday	Last day to drop for 100% refund
January 2	Thursday	Last day to add
January 2	Thursday	First day of intersession
January 6	Monday	Last day to DROP a class without a "W"
January 9	Thursday	Last day to withdraw with a "W"
January 17	Friday	Last day of intersession (*Faculty may grant students time to finish their work on Friday January 24*)
January 27	Monday	Grades are due

Menlo College Undergraduate and MASPP Academic Calendar 2024-2025

SPRING SEMESTER 2025		
January 1	Wednesday	New Year's Day
January 2	Thursday	Spring registration begins for *new* students
January 10	Friday	Last day for 100% tuition refund for complete withdrawal
January 17-18	Friday-Saturday	New Student Orientation (first-year and transfer students)
January 17	Friday	Move-in for *new* resident students
January 19	Sunday	Residence halls open for *returning* students
January 20	Monday	Martin Luther King, Jr. Day HOLIDAY (no classes)
January 21	Tuesday	**First day of semester**
January 24	Friday	Last day to ADD a class (waitlists will close at 2 p.m.)
January 27	Monday	Last day for 75% tuition refund for complete withdrawal
February 10	Monday	Last day for 50% tuition refund for complete withdrawal *(no refunds issued after this date)*
February 14	**Friday**	**Last day to DROP a class without a "W" — Census Date**
March 14	Friday	Mid-semester grade reports due
March 17-21	Monday-Friday	Spring recess (no classes)
March 24	Monday	Graduation Petition deadline for Fall 2025 (December 2025 graduation)
March 24	Monday	Fall registration materials available
March 26	Wednesday	Career Connect Day - no daytime classes
March 28	**Friday**	**Last Day to WITHDRAW from a Class with a "W"**
March 31	Monday	Fall registration begins for seniors
April 1	Tuesday	Fall registration begins for juniors
April 2	Wednesday	Fall registration begins for sophomores
April 3	Thursday	Fall registration begins for all continuing students
May 12	Monday	Final Week Schedule begins
May 16	Friday	Final Week Schedule ends / Last day of semester
May 17	Saturday	Commencement
May 18	Sunday	Residence hall move out for all students
May 19	Monday	Fall registration begins for new students
May 20	Tuesday	Final grade report due

Menlo College Undergraduate Academic Calendar 2024-2025

SUMMER 2025

TRADITIONAL CLASSES / SESSION 1: May 20 - June 13 (4-week session)

April 28	Monday	Last day for 100% tuition refund
May 1	Thursday	Summer 2025 tuition due
May 2	Friday	Last day for priority registration
May 12	Monday	**Last day to ADD a class**
May 20	Tuesday	First day of summer session I
May 23	Friday	**Last day to DROP a class without a "W"**
May 26	Monday	Memorial Day HOLIDAY (no classes)
May 30	Friday	Midterm grade reports due
June 2	Monday	Last day to withdraw with a "W

TRADITIONAL CLASSES / SESSION 2: June 16 - August 1 (7-week session)

May 28	Wednesday	Last day for 100% tuition refund
June 2	Monday	Last day for priority registration
June 13	Friday	**Last day to ADD a class**
June 16	Monday	First day of summer session II
June 19	Thursday	Juneteenth National Independence Day HOLIDAY (no classes)
June 25	Wednesday	**Last day to DROP a class without a "W"**
June 27	Friday	Fall 2025 tuition due
July 3	Thursday	Midterm grade reports due
July 4	Friday	Independence Day HOLIDAY (no classes)
July 5	Saturday	Last day to withdraw with a "W

INTERNSHIP CLASS: May 27 - August 1

March 31	Monday	Registration for internship class begins
June 3	Tuesday	**Last day to ADD a class**
June 16	Monday	Last day to drop /last day for 100% tuition refund. If you did not secure an internship by this date, contact the Office of Internships & Career Services.
June 27	Friday	Midterm grade reports due

Menlo College MSIS Academic Calendar 2024-2025

FALL SEMESTER 2024		
August 21	Wednesday	Orientation for incoming MSIS students
August 23	Friday	First day of Semester*
September 2	Monday	Labor Day HOLIDAY (no classes)
November 25 - 29	Mon - Fri	Thanksgiving break (no classes)
November 28 - 29	Thu - Fri	Thanksgiving HOLIDAY (campus closed)
December 7	Saturday	Last day of Semester*
Dec 25 - Jan 1	Wed - Wed	Winter break - Campus Closed

SPRING SEMESTER 2025		
January 1	Wednesday	New Years Day
January 20	Monday	Martin Luther King, Jr. Day HOLIDAY (no classes)
January 22	Wednesday	Orientation for incoming MSIS students
January 24	Friday	First day of semester*
March 17 - 21	Mon - Fri	Spring recess (no classes)
May 10	Saturday	Last day of semester*
May 17	Saturday	**Commencement**

SUMMER 2025		
May 26	Monday	Memorial Day HOLIDAY (no classes)
May 30	Friday	First day of semester*
June 19	Thursday	Juneteenth National Independence Day HOLIDAY (no classes)
July 4	Friday	Independence Day HOLIDAY (no classes)
July 26	Saturday	Last day of semester*

*MSIS students should review individual course schedule to confirm specific class times.

**Last day to drop MSIS classes is at the end of the first day of instruction for each course on Friday.





Welcome to Menlo College!

Dynamic courses, unique learning experiences, and limitless opportunities for intellectual and personal development – all of that is on tap for Menlo College students. Here, our close ties with the surrounding Silicon Valley ecosystem are reflected in classroom activities, immersion programs, as well as the internships we offer.

Integrity, honesty, and concern for others are dominant themes at Menlo College. Those themes are reflected in our commitment to enhancing diversity, inclusion, equity, and belonging for students, faculty, and staff alike. In addition to learning in the classroom, Menlo students benefit from cultural and service activities, on campus or elsewhere, through overseas program offerings, study abroad opportunities, and case competition participation. Our vibrant community offers students leadership opportunities, an NCAA DII athletics program focused on the success of our student-athletes in the broadest possible sense, a required internship program for business students, and a myriad of other ways to enrich your life.

Excellence and attention to your individual growth are hallmarks of a Menlo education. Everyone who is part of the Menlo College community is dedicated to your success. Together, our faculty and students explore complex ideas in ways that increase understanding of an always-changing world. Our College's commitment to community engagement and our focus on student success enrich your experience.

As I hear over and over again from our alumni, a Menlo College education has enduring value. I am honored to serve as your president and I look forward to engaging with you on your Menlo journey.

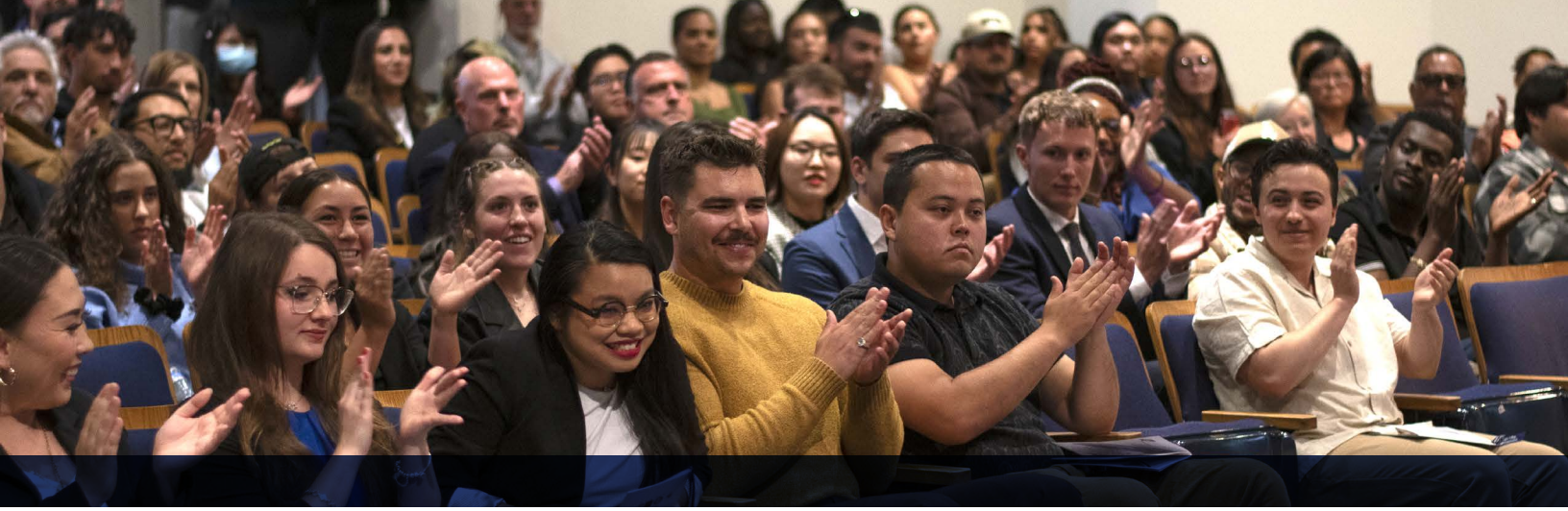
Thank you for entrusting Menlo College during your college years and for your future success.

Steven A. Weiner
President

PHONE & FAX NUMBERS

(All numbers are within the +1 650 area code unless otherwise noted)

DEPARTMENT	PHONE	FAX
Academic Advising	543-3917	543-4003
Academic Affairs	543-3800	543-4003
Academic Success Center	543-3845	543-4003
Admissions Office	800-556-3656, 543-3753	543-4496
Alumni Engagement & Development	543-3823	543-4102
Athletics	543-3852	543-4497
Business Office	543-3719	543-4117
Campus Store	543-3711	543-3751
Community Service	543-3943	543-3750
Conferences and Event Services	543-3887	543-4117
Mental Health Services	543-3798	543-3750
Disability Services	543-3845	543-4120
Facilities	543-3714	543-4117
Financial Aid/Scholarships	543-3880	
Housing Information	543-3779	543-3750
Human Resources	543-3733	543-4117
Information Technology	543-3830	543-3833
Intensive English Program	543-3849	
International Student Services	543-3798	
Internship Program & Career Services	543-3741	543-4003
Library	543-3826	
President's Office	543-3744	543-4130
Registrar's Office (Transcripts)	543-3737	543-4103
Student Accounts	543-3781	543-4117
Student Affairs	543-3779	
Study Abroad	543-3798	



About Menlo College

Menlo College is developing graduates who will be critical thinkers, strategic communicators, and team players who can flourish, thrive, and lead in the workplace.

The College accomplishes this by incorporating the unique entrepreneurial, multicultural, and active lifestyle of the dynamic Silicon Valley and the beautiful San Francisco Bay Area. At Menlo College, students are participants in preparing for their futures, not spectators.

Menlo forges links between the classrooms, residence halls, athletics, and the community at large to create an active, personalized, and engaging educational experience that prepares students for the complexities, challenges, and opportunities they will face in their personal and professional lives. The College's extensive athletic program develops leadership and teamwork skills. Residential and student life programs engage students outside the classroom in group projects, cultural experiences, community service, and outdoor adventures.

These co-curricular activities complement the academic programs' use of experiential learning techniques to provide breadth and depth to learning, helping students to be more versatile, adaptable, and innovative in communication and problem-solving skills. In addition, business students are required to complete 6 units of career and internship courses to further link the classroom to the real world. The College also engages in academic partnerships in Europe, Asia, and Latin America to help students develop a global and multicultural perspective.

HISTORY

Menlo College was founded in 1927 as a private residential college for men. In 1971, the College became a co-educational baccalaureate institution offering educational programs developed in response to social and technological change. Today, Menlo College is clearly focused on business and psychology education and its mission to educate and develop future business and community leaders.

LOCATION

The College is located on a 40-acre campus in the residential community of Atherton, California. A hallmark of the campus is its stately, old oak trees. Atherton is approximately 25 miles equidistant between San Francisco and San Jose. The nearby towns of Menlo Park and Palo Alto are small business communities with shopping centers and movie theaters that offer a large array of cultural activities. The College is located in the heart of the technological center of the United States, Silicon Valley.

Northern California is one of the most beautiful regions in the world, offering the splendor of Big Sur, the Monterey Peninsula, Napa Valley, the North Coast, the Gold Country, and the Sierra Nevada Mountains, all of which are within driving distance from the Atherton campus.

STUDENTS

Menlo College has always attracted students from throughout the United States and abroad. Almost half of all states are represented by Menlo students, including California and other Western states, Hawaii, and beyond. Countries outside the United States are also well-represented. The Menlo community is culturally and ethnically diverse. The variety of languages, experiences, and lifestyles represented at Menlo gives the College a cosmopolitan character.

FACULTY AND STAFF

The College's faculty and staff reflect the unique diversity of the San Francisco Bay Area, sharing a strong interest in education with a focus on excellence in teaching and

administration. Each student has an advisor whose objective is to develop a mentor relationship with the student. Additionally, many faculty and staff reside on campus and are active participants in student-based co-curricular activities.

GOVERNANCE

Ultimate responsibility for the welfare of the College rests with the President and the Board of Trustees. Academic policies and procedures are developed and maintained by a system of shared governance. Shared governance means that all members of the community, including students, faculty and administration, have a voice in the governing of the College. Faculty are represented primarily by the Faculty Senate. Students are represented by the Menlo College Student Government Association.

ACADEMIC FREEDOM

Menlo College's Board of Trustees believes that truth is found and learning is fostered by the free exchange of ideas and by free investigation. The Board regards diversity of opinion as a corollary of academic freedom and recognizes that this diversity may include opinions that are unpopular and contrary to established positions.

The purpose of this academic freedom statement is to protect individual members of the faculty from dismissal, coercion, or harassment because of their views. Faculty members are entitled as citizens to freely express their views without recrimination. Faculty members are entitled to full freedom in their choice of research subjects and methodology and in the publication of their research results. The Board of Trustees expects that free investigation and expression may engender vigorous controversy. Positions may be taken that contradict prevailing ideas and beliefs. However unpopular the opinions expressed, the Board values free intellectual discourse and therefore commits Menlo College to the defense of academic freedom.

In that spirit, the President and the Board of Trustees call upon the faculty to recognize the special responsibilities that membership in the academic profession entails. They expect faculty members to demonstrate professional responsibility in all academically related pursuits by encouraging the free pursuit of learning among students, by treating them and their opinions with dignity and respect, and by respecting and defending their colleagues' right of free inquiry





Undergraduate Admission to Menlo College

Menlo College seeks to attract a diverse and talented student body. Menlo Students come from all over the globe.

Menlo admits qualified candidates from both public and private secondary schools. The College also welcomes the maturity and experience of transfer students, and encourages members of all ethnic, racial, and religious backgrounds to apply for admission. Prospective students with physical differences will find classrooms, lecture halls, residence halls, and faculty offices accessible to their needs.

The Office of Admissions staff recognizes the challenges students face in selecting a college or university where they will be happy and academically successful. Our personal approach to college admission is designed to make this process smooth and rewarding for our applicants.

It is strongly recommended that all prospective students visit the campus. Visits can be scheduled online (menlo.edu/visit-us) or by contacting the Office of Admissions at (650) 543-3753.

THE APPLICATION CALENDAR

Menlo College welcomes applications from students from across the United States and around the world, both citizens of the United States and citizens of other countries. Application deadlines can be found on menlo.edu. There has been a large increase in applications over the past few years. Students are encouraged to apply early.

Applicants are admitted under the degree requirements in effect at the time of their admission. Admission to degree programs, Intensive English Program, and the eligibility to enroll in classes is valid only when verified and confirmed in writing by the Office of Admissions.

NEW STUDENT ADMISSION CRITERIA

Menlo College admits individuals who are academically prepared to succeed at the college level and have the potential to become leaders within the Menlo community and beyond. To build a student body with these qualifications, the Admission Committee uses the following criteria as guidelines for decisions:

- Graduation from a recognized secondary school or evidence that an equivalent degree (e.g. GED) or education has been completed.
- A college preparatory course pattern as determined by the individual high school, or a rigorous community college program.

There are additional requirements for new international F-1 visa students. Please refer to the “Additional Procedures for New International F-1 Visa Students” section.

NEW STUDENT APPLICATION PROCEDURES FOR U.S. CITIZENS, PERMANENT RESIDENTS AND INTERNATIONAL STUDENTS

The application procedures are as follows:

- Apply electronically through the Menlo College website at menlo.edu. Menlo College also participates in the Common Application program.
- First-year applicants should request that a high school transcript be sent to the Office of Admissions. A final, official transcript, including graduation date, is required before students may attend classes. Students who do not provide final official transcripts by the expected deadline may be charged a $50 transcript collection fee.
- Transfer students must submit transcripts from all colleges and universities attended. Transfer students with fewer than 12 transferable academic semester units must also submit high school transcript(s). Prior to

enrollment, transfer students are notified of their academic standing including how many units may transfer to Menlo College and what courses they have fulfilled. Failure to report the history of any previous post-secondary enrollment will likely result in administrative withdrawal from the College. Final, official transcripts, including graduation date if applicable, are required before students may attend classes. (Refer to the section on "Transfer Credit Policies and Procedures" for more information.) Students who do not provide final official transcripts by the expected deadline may be charged a $50 transcript collection fee.

Once all application materials are received, the Admissions Committee will render a decision. In most cases, applicants are notified of the Committee's decision within ten days of all materials being received.

If admitted, upon making a decision to enroll, a student must pay the $250 enrollment fee deposit. The deposit is credited toward the balance of the student's first semester tuition and fees and is not refundable.

Payment in full or a signed promissory note (payment plan) of the remaining tuition and fees is due by the deadlines stated on the Academic Calendar.

ADDITIONAL PROCEDURES FOR NEW INTERNATIONAL F-1 VISA STUDENTS

International students are those whose permanent home is abroad and are planning to study in the United States under the F-1 student visa program. For many years, the international student enrollment at Menlo College has varied between 15–25 percent of the total enrollment each semester. Menlo welcomes applicants and students from all over the world.

International students will join the Degree Program or the Intensive English Program. International students are required to complete all the application procedures listed above. In addition, the College requires international students to do the following:

- Degree Program applicants must demonstrate their ability to use the English language in college-level work. The College requires submission of an English proficiency test score. International students whose language of instruction is English may waive this requirement.
- Any student without scores or with scores between 450 and 536 TOEFL PBT, 51 and 73 TOEFL IBT, 5.5/6.0 IELTS (no band below 5.0), or, an SAT total score less than 890, an ACT composite score less than 16, or a Duolingo English score less than 100 will be considered for the Intensive English Program (IEP).
- Intensive English Program applicants may request a Zoom or in person interview in lieu of submitting official English proficiency test scores.
- International students who are transferring from a community college or a regionally accredited university within the United States, and who have successfully completed the prerequisite for the degree level First-year English Composition with a grade of "C-" or higher are not required to present official test scores.
- All foreign university transcripts must be evaluated by WES (wes.org), Incred (incredevals.org), or SpanTran (spantran.com/) if the student intends to transfer units to Menlo College.

If admitted, upon making a decision to enroll, a student must pay the $250 enrollment fee deposit. The deposit is credited toward the balance of the student's first semester tuition and fees and is not refundable.

After an international student has been accepted for admission and has submitted the required $250 enrollment deposit and financial documents (certificate of finance and letter on bank letterhead), official immigration documents will be issued to enable application for an F-1 student visa. The F-1 student visa is required for entry into the United States to study at Menlo College. This visa must be obtained from a U.S. Consulate/Embassy abroad prior to leaving for the United States. The student will present documents upon arrival at the U.S. port of entry and also must show them to International Student Services staff upon arrival at Menlo College.

International F-1 students transferring from a school in the United States to Menlo College are not required to exit the United States. They must complete a Menlo College transfer form that indicates the date their immigration record will be electronically released by their current institution. Upon receipt of their electronic record, Menlo College staff will process student transfers.

Payment in full or a signed promissory note (payment plan) of the remaining tuition and fees is due by the deadlines stated on the Academic Calendar.

All incoming international students are automatically enrolled in the Menlo College-sponsored health plan.

VISITING STUDENTS

A visiting student is a non-degree seeking student in good standing at another institution who is admitted to Menlo College for one semester only. Coursework completed under visiting student status is considered to be a part of the student's program elected under the jurisdiction of the home institution; therefore it is recommended that the student seek academic advising from the home institution prior to enrolling at Menlo College. **NOTE:** *Summer*

is considered open enrollment for non-degree seeking students. Enrollment must be approved for visiting students seeking to register in the fall or spring terms.

To apply as a visiting student, complete and submit a Menlo College Undergraduate Visiting Application available on menlo.edu.

Students will be required to produce an unofficial transcript to verify that they have fulfilled any Menlo College course prerequisite requirements.

Visiting students who were admitted for one term who wish to apply to Menlo College as degree-seeking students must complete a regular application for admission and meet all regular admission requirements. Official transcripts from all post-secondary institutions attended must be provided. In order for credits to apply to a Menlo College degree, a visiting student must apply as degree seeking through Admissions within the same catalog year. Students who matriculate to Menlo College outside of their initial catalog year will have units applied where applicable towards the degree at the time of regular admission. Courses taken at all institutions, including those taken as a visiting student at Menlo College, will be used to calculate the admission grade point average. This calculation will be weighed in Menlo's decision to admit the visiting student as a regular degree-seeking student. If admitted, upon making a decision to enroll, a student must pay the $250 enrollment fee deposit. The deposit is credited toward the balance of the student's first semester tuition and fees and is not refundable. Payment in full or a signed promissory notes (payment plan) of the remaining tuition and fees is due by the deadlines stated on the Academic Calendar.

READMISSION APPLICATION PROCEDURES

Students who were previously enrolled at Menlo College are required to reapply for admission status, unless they are currently on an approved Leave of Absence (See the section on "Leave of Absence" for additional information). Students who request readmission to Menlo College should do the following:

- Apply electronically through the Menlo College website at menlo.edu.
- Submit a personal statement of no less than 250 words. This personal statement should include:
  (1) an evaluation of your college experience to date including your reason(s) for leaving Menlo;
  (2) your reason(s) for seeking readmission; and,
  (3) your perception of how your educational objectives can now be met at Menlo College.

Readmission is not guaranteed and will be based on the quality of academic and life activities that took place during the applicant's time away from Menlo. Readmission applicants must satisfy the admission and degree requirements in effect at the time of their readmission.

If admitted, upon making a decision to enroll, a readmitted student must pay the $250 enrollment fee deposit. The deposit is credited toward the balance of the student's first semester tuition and fees and is not refundable.

Payment in full or a signed promissory note (payment plan) of the remaining tuition and fees is due by the deadlines stated on the Academic Calendar.

ADVANCED PLACEMENT

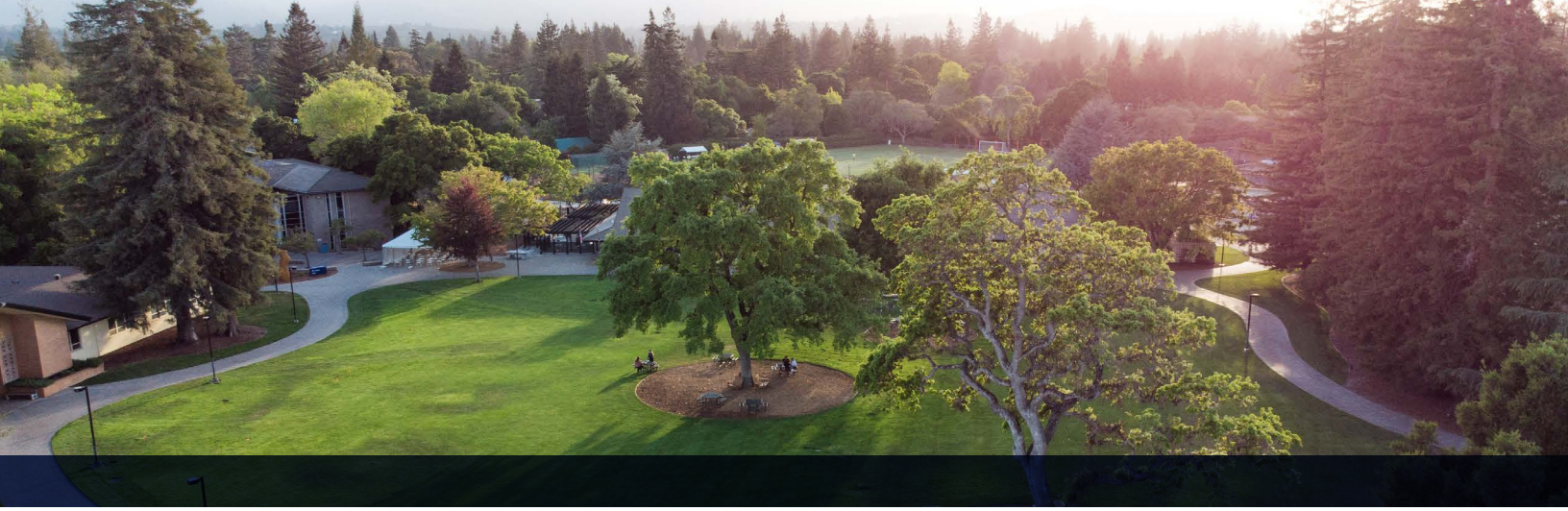
Entering students may be granted Menlo College credit for a particular course(s) on the basis of qualifying scores on the Advanced Placement Examination (AP) and College Level Examinations Program (CLEP).

Menlo College also participates in the A-level and International Baccalaureate (IB) Programs. These programs are rigorous pre-university courses of study that lead to examinations that meet the needs of highly motivated secondary school students. Each is designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of various national educational systems. Check Menlo College's website at menlo.edu for specific minimum score requirements.

MENLO COLLEGE NONDISCRIMINATION POLICY

Menlo College does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or age in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to programs and activities, treatment, and employment in the College. Inquiries regarding the College's equal opportunity policies should be directed to the Human Resources Office.

Menlo College is committed to ensuring equal access and opportunity to all members of our campus community, and to make all programs and services accessible to students with disabilities. With this in mind, and in accordance with Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the College provides reasonable accommodations to ensure equal access to the programs and activities of the College. Any students with disabilities who require accommodations or who have questions about access or services should contact the Student Success Coach/ Accessibility Advocate at disabilityservices@menlo.edu or 650.543.3720.



Undergraduate Tuition, Housing & Related Fees

The charges for tuition, room/board, and fees for the 2024-2025 academic year are listed below. A student is considered enrolled for certification purposes upon full payment or guarantee of all tuition and fees. For planning purposes, students and parents should anticipate that tuition and other charges may increase each year, based on program changes and other cost increases experienced by the College. After full payment or guarantee of tuition and fees (e.g. payment plan) has been received by the Business Office, students will receive their official class schedule. Residential students are permitted to move into the residence halls only after payment arrangements have been completed. Bills for tuition, room/board, and fees for the fall and spring semesters will be sent approximately mid-May and mid-November and are due July 1 and December 1, respectively. Anticipated financial aid (student loans, scholarships and grants) will be credited to the student's account only after the student's financial aid file is completed and financial aid funds are received. Summer bills are due May 1.

TUITION

12 to 19 units per semester	$26,350 per semester
Per unit (under 12 or over 19)	$2,195.83 per unit
Summer Session tuition	$2,500 per 3-unit course
Summer Internship	$1,050

FEES

Student Body Fee (mandatory)	$465 per semester
Study Abroad	(50% of regular fee)
Summer Student Body Fee (mandatory)	$220
Student Health Insurance Program (SHIP)	
▪ Per Semester	$1,570
▪ Per Year	$3,079
ID Card Replacement Fee (Students receive one complimentary card, but are charged $10 per card for any replacements after the first one. Replacement cards can be requested from the Office of Student Affairs during business hours.)	$10
Application Fee	$40
Admission Deposit	$250
Orientation Fee for First-time Menlo Students	$100
Late Registration Fee	$75
Transcript Collection Fee	$50
Diploma Replacement Fee	$50
Tuition Payment Plan Fee	$100 per semester
Late Payment Fee	Fee varies, $150 max
Parking violations	Fee varies
Disciplinary fines	Fee varies
Transcript Request Fees	Fee varies (see Transcripts)
Course Materials Fee	Fee varies

ON-CAMPUS HOUSING PER SEMESTER

(Residential Students)

Triple Room	Kratt: $6,950
Double Room Standard	Arrillaga: $8,500 El Camino, Howard, Kratt, Michaels: $8,145 O'Brien: $7,395
Single Room	
Small	El Camino, Howard, Kratt, Michaels, O'Brien: $9,000
Standard	Howard, Kratt, Michaels: $10,000
Large	Arrillaga: $11,500 Kratt: $10,500

Housing deposit: Non-refundable housing application fee

of $75 each year student applies for housing.

Includes free laundry, 18 meals per week, and wireless internet access.

BILLING AND PAYMENTS

Bills for tuition, room/board, and fees for the fall and spring semesters will be sent approximately mid-June and mid-November and are due July 1 and December 1, respectively. Anticipated financial aid (student loans, scholarships and grants) will be credited to the student's account only after the student's financial aid file is completed and financial aid funds are received.

Consequences for non-payment may include: cancellation of dining privileges; suspended access to the online learning management system and tools, withdrawal from classes; holds on schedule changes; hold on registration for next semester; and may impact the student's ability to participate in the Commencement ceremony. In addition, a late fee will be assessed to a student's monthly bill each month if payment is not received by the due date. Students and their parents or guardians may pay the College charges as they fall due each semester by paying in full or by using a payment plan option. Payment plan options are available to students who have been in good financial standing. Financial arrangements should be made in advance to ensure payment on the required dates. Late charges will be assessed on payments received after the due date.

Students and their parents or guardians may pay the College charges as they fall due each semester by paying in full or by using a payment plan option. Financial arrangements should be made in advance to ensure payment on the required dates. Late charges will be assessed on payments received after the due date.

TUITION REFUND POLICY / FALL AND SPRING

Students register for classes with the understanding that they will remain enrolled for the entire course of study unless they voluntarily withdraw or are administratively withdrawn from the College. However, it is recognized that some students may have to withdraw from courses in which they have enrolled.

Students who officially withdraw from, or who are otherwise disqualified during the semester, may be eligible for a tuition refund (except in conduct dismissals). To be officially withdrawn from their classes, students must advise the Office of the Registrar in writing. The date the written notice is received by the Office of the Registrar is the date that will be used to calculate the tuition refund according to the following:

- 75 percent refund for official withdrawal through the tenth (10th) class day;
- 50 percent refund for official withdrawal from the eleventh (11th) through the twentieth (20th) class day;
- No refund after the twentieth (20th) class day.

PLEASE NOTE: *For a full tuition refund (less $150 fee), withdrawal must be made prior to the start of the semester.*

There is no tuition refund for third-party classes, such as the Certified Public Accountant preparation course sponsored by the College. Federal, state, and institutional financial aid will be reviewed and adjusted according to respective policy and regulations.

TUITION REFUND POLICY / SUMMER

- 100% refund for official withdrawal needs to be seven days prior to the first day of instruction (less non-refundable fee).
- 75% refund for official withdrawal by end of the first week of the summer semester.
- 50% refund for official withdrawal by the end of the second week of the summer semester.
- 25% refund for official withdrawal prior to the fourth week of the semester.
- No refund after the third week of the semester. Refunds are for tuition only.

Students who drop class after the deadline will be assessed a $75 fee per class. **PLEASE NOTE:** *There is no tuition refund for third-party classes, such as the Certified Public Accountant preparation course sponsored by the College.*

To Request a Refund

You can request a refund: in person at the Menlo College Business Office, by writing to the business office, 1000 El Camino Real, Atherton, CA 94027, by faxing your request to 650-543-3781, or by e-mailing your request to Mike Paneitz at michael.paneitz@menlo.edu.

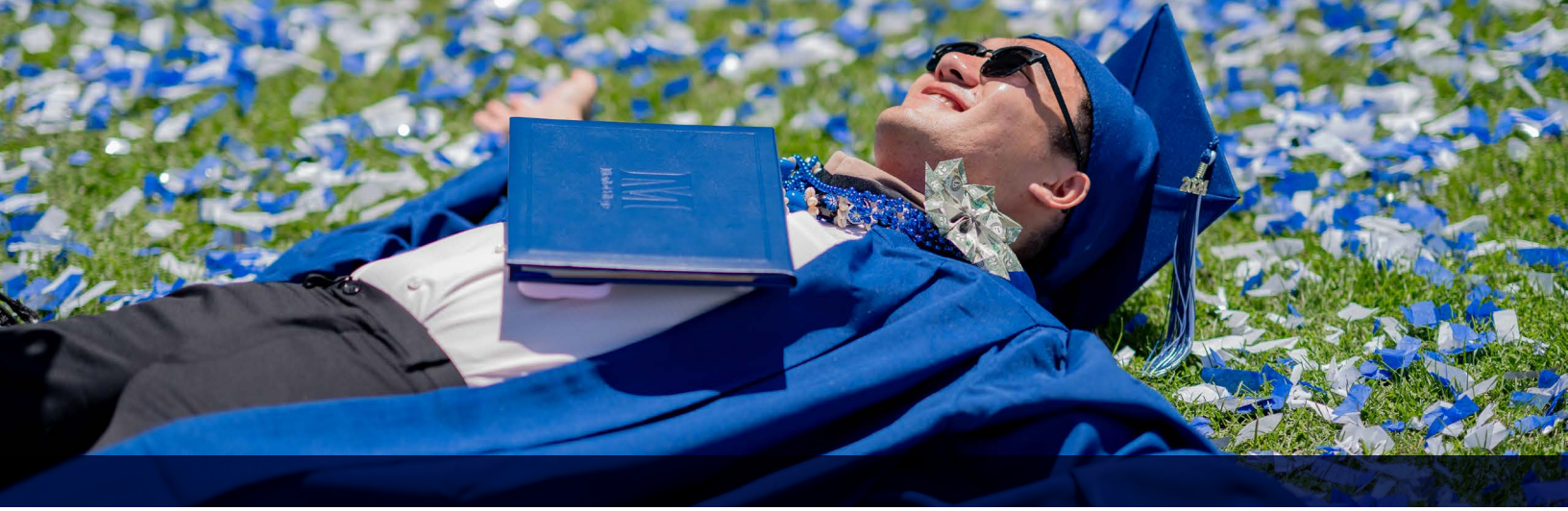
Be sure to include your name, the reason for requesting a refund, and your telephone contact number(s). This will allow us to contact you in case of questions. Failure to include all necessary information may delay processing. If you are withdrawing or taking a leave of absence, please contact Student Affairs or Academic Advising prior to completing the appropriate paperwork on My.Menlo.edu (See the sections "Leave of Absence" or "Voluntary Withdrawal" for additional information). If you have additional questions, please email registrar@menlo.edu.

HOUSING REFUND POLICY

Resident room and board fees are prorated through the twentieth (20th) day of occupancy. There is no refund beyond the twentieth (20th) day of occupancy during the semester. (See Resident Refund Policy.)

OTHER FEES REFUND POLICY

All other fees are non-refundable.



Financial Aid

The Office of Financial Aid strives to help make a Menlo College education affordable for all eligible students. The Office provides application information and evaluation for student eligibility for financial aid programs available at the College.

Menlo College maintains a broadly based program of financial assistance for students. The financial aid that students receive from federal, state, college, and local programs helps them meet the expenses (tuition and fees, books and supplies, room and board, transportation, and personal expenses) to attend Menlo.

There are four basic types of financial aid: 1) student loans; 2) merit-based grants and scholarships; 3) need-based grants; and 4) work-study employment. Student loans must be repaid. Students awarded with work-study must be employed in a work-study-funded job in order to receive the funds. A student's financial aid package (including merit scholarships, need-based grants, loans, and work-study) cannot exceed the cost of attending Menlo College.

The financial need of each family is based on information supplied on the Free Application for Federal Student Aid (FAFSA). The FAFSA form is required in order to apply for federal, California, and institutional need-based financial aid programs.

All student loan, grant, and scholarship funds are applied directly to the student's account at Menlo College. Additionally, financial aid programs are subject to federal, state, and institutional funding levels. Forms and requirements are subject to change. Students must meet citizenship and residency requirements to receive federal and California financial aid and must meet all federal and state requirements.

Students who have already earned a bachelor's degree are not eligible for federal or state grants, but may be eligible for institutional aid. International F-1 visa students are not eligible for federal or state financial aid, but are eligible for institutional aid.

COST OF ATTENDANCE (COA) 2024-2025 / Undergraduate Programs

The following chart shows the cost of attendance (COA) for the 2024-2025 academic year (fall 2024 and spring 2025). Students cannot receive more financial aid than their COA.

	LIVING ON CAMPUS	LIVING OFF CAMPUS	LIVING W/ PARENT/RELATIVE
Tuition	$52,700	$52,700	$52,700
Student Fee	$930	$930	$930
Food & Housing (average)	$18,236	$22,086	$11,493
Books/Supplies	$1,062	$1,062	$1,062
Transportation	$1,233	$1,962	$1,791
Miscellaneous	$3,213	$4,968	$4,059
Estimated Loan Fees*	$80	$80	$80
TOTAL COSTS	$77,454	$83,788	72,115

*If borrowing federal student loans

The college tuition, related fees, and on-campus room and board expenses are paid directly to Menlo College. All other expenses are estimated, and provided for information and budgeting purposes.

COST OF ATTENDANCE (COA) 2024-2025 / MASPP Program

The following chart shows the cost of attendance (COA) for the 2024-2025 academic year (fall 2024 and spring 2025). Students cannot receive more financial aid than their COA.

	LIVING ON CAMPUS	LIVING OFF CAMPUS	LIVING W/ PARENT/RELATIVE
Tuition	$18,900	$18,900	$18,900
Student Fee	$530	$530	$530
Food & Housing (average)	$18,236	$22,086	$11,493
Books/Supplies	$1,062	$1,062	$1,062
Transportation	$1,233	$1,962	$1,791
Miscellaneous	$3,213	$4,968	$4,059
Estimated Loan Fees*	$216	$216	$216
TOTAL COSTS	$43,390	$49,724	$38,051

COST OF ATTENDANCE (COA) 2024-2025 / MSIS Program

The following chart shows the cost of attendance (COA) for the 2024-2025 academic year (fall 2024, spring and summer 2025). Students cannot receive more financial aid than their COA.

	LIVING ON CAMPUS	LIVING OFF CAMPUS	LIVING W/ PARENT/RELATIVE
Tuition	$37,800	$37,800	$37,800
Student Fee	$1,163	$1,163	$1,163
Food & Housing (average)	$22,196	$29,448	$15,324
Books/Supplies	$1,593	$1,593	$1,593
Ground Transportation	$1,644	$2,616	$2,388
Miscellaneous	$4,284	$6,624	$5,412
Estimated Loan Fees*	$324	$324	$324
TOTAL COSTS	$69,004	$79,568	$64,004

*If borrowing federal student loans

The college tuition, related fees, and on-campus room and board expenses are paid directly to Menlo College. All other expenses are estimated, and provided for information and budgeting purposes.

STUDENT AID INDEX (SAI)

The primary responsibility for college costs rests with the student and family. A student who applies for federal or state assistance must provide information about family assets and family income for the prior year. Be an AB 540 Undocumented student who meets the appropriate resident requirements as specified by the California Student Aid Commission (for state aid only). The FAFSA and California DREAM Act Application use the family income and asset information to calculate the Student Aid Index (SAI) which is used to determine a student's eligibility for federal, state, and institutional need-based financial aid.

QUALIFYING FOR FINANCIAL AID

Students do not need to be from a low-income family to qualify for financial aid. However, to receive aid that is need-based, they must demonstrate financial need that is defined as the COA minus the student and family's SAI. Students should not disqualify themselves by not applying for financial aid. Students who think they will need financial aid to attend Menlo College are encouraged to apply.

AWARDING POLICY

If you are eligible for assistance, a portion of your unmet financial need may be funded by various sources on a first–come, first–served basis. Funds are awarded in the following sequence:

1. Menlo Merit and Prize Scholarships
2. Other Resources or State Grant
3. Federal Grants
4. Federal Work–Study
5. Federal Direct Loans (Subsidized, Unsubsidized, Parent PLUS)
6. Institutional Grants/Endowed Scholarships

HOW TO APPLY FOR FINANCIAL AID

To receive first priority for all financial aid programs, all documents must be submitted to the appropriate agencies each year as soon after January 1 as possible.

To be considered for financial aid, students must:

- US citizens and eligible non-citizens: Submit the Free Application for Federal Student Aid (FAFSA) on the Web at studentaid.gov. The completed FAFSA must be submitted by March 2 in order to be considered for the Cal Grant.
- AB 540 undergraduate undocumented students: Submit the California DREAM Act Application (CADAA) on the web at https://dream.csac.ca.gov. The completed CADAA must be submitted by March 2 in order to be considered for Cal Grant.
- Mail a certified Grade Point Average (GPA) Verification Form by March 2 for Cal Grants to the California Student Aid Commission. Grant Programs Processing Section, P.O. Box 419077, Rancho Cordova, California 95741. (California residents only.)
- Submit verification documents to Menlo College if selected. The Office of Financial Aid will inform students selected for verification what forms to submit.

General Eligibility Requirements

To be eligible to receive federal and state financial aid, students must:

- Have calculated financial need.
- Be a U.S. citizen, permanent resident, or eligible non-citizen with the appropriate documentation as specified by the U.S. Department of Education.
- Possess a high school diploma or the equivalent.
- Be fully admitted to, and enroll in, a program for the purpose of obtaining a degree or certificate.
- Maintain Financial Aid Satisfactory Academic Progress (see section below) in college-level work.
- Not owe a refund on any grants previously received at any institution.
- Not be in default on any student loans incurred at any institution.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

Financial aid has its own standards for satisfactory academic progress (SAP). (See section on Academic Progress for the standards applicable to all students, whether receiving financial aid or not.) For financial aid purposes, satisfactory academic progress (SAP) is maintained by completing a minimum of 67 percent of all attempted classes and by maintaining a minimum cumulative grade point average (GPA) of 2.0 for Undergraduate students and a minimum cumulative GPA of 3.0 for Graduate students. Please note that if a full-time day student completes only 67 percent of their attempted classes, it will take six years to complete a bachelor's degree. Students must also complete their degree within 150% of their program's length measured in units. For example, if an Undergraduate degree requires 120 units to complete, the student must complete the degree before completing more than 180 units *120 units x 150%). The Office of Financial Aid reviews the academic progress of financial aid recipients at the end of each semester. Students are notified in writing when they are on financial aid probation and/or if they become ineligible for financial aid. Students who fail to maintain SAP, as defined for financial aid purposes, will be placed on financial aid warning period for one semester. During that semester, a student is eligible to receive aid. If, after completion of the warning period/semester, a student does not meet SAP requirements, then they are no longer eligible for financial aid.

Students who have experienced extenuating circumstances that affect their ability to perform academically may appeal in writing to the Office of Financial Aid. Examples of extenuating circumstances include serious illness/injury, death in the family, or other comparable situations. Supporting documentation is required. Students should submit the appeal letter and all supporting documentation to the Office of Financial Aid. They will be notified in writing with the result of their appeal.

STUDENT RESPONSIBILITIES REGARDING FINANCIAL AID

Students who receive financial aid are required to:

- Submit all required financial aid documents to the Office of Financial Aid in a timely manner (by the stated deadlines).
- Respond immediately to all correspondence sent by the Office of Financial Aid or Federal Student Aid Programs.
- Inform the Office of Financial Aid in writing if outside scholarships or additional resources are received.
- Request clarification about the financial award as necessary.
- Maintain Satisfactory Academic Progress (SAP).

NEED-BASED GRANTS (UNDERGRADUATE STUDENTS ONLY)

Federal Pell Grants

This program provides federal grants up to $7,395 in 2024-2025. The minimum Federal Pell Grant award for an academic year is $740. To be eligible, students must have an SAI below $6,656 when enrolled full-time. Menlo

College's official Pell Recalculation Date is Census Day of each semester at which point the student's level of enrollment will be finalized in determining the amount of Pell Grant for which a student may qualify for that term.

Federal Supplemental Educational Opportunity Grants (FSEOG)
FSEOG grants are administered on behalf of the federal government. They are awarded first to students who qualify for the full amount of the federal Pell Grant. FSEOG Grants are only available to undergraduate students who have remaining unmet need. The maximum FSEOG Grant awarded for the academic year is $1,000.

Cal Grants
The California Student Aid Commission (CSAC) administers grant programs for undergraduate California residents without a bachelor's degree. Awards are made based upon both financial need and academic merit and typically are offered for the fall and spring semesters. Menlo College students are eligible to be considered for Cal Grant A and B awards. Menlo College's official Cal Grant Recalculation Date is Census Day of each semester at which point the student's level of enrollment will be finalized in determining the amount of Cal Grant for which a student may qualify for that term.

- **Cal Grant A** This California grant assists low- and middle-income students with tuition and fee costs. Eligibility is based on financial need and grade point average. The maximum new award for the 2024-2025 year is $9,358.
- **Cal Grant B** This California grant program assists very low income students with an access award that can be used towards living expenses or other costs. The maximum amount of the access award for the 2024-2025 year is $1,648. During their first year of eligibility, students will only receive the access award from this program. In their second year and beyond, students will receive the access award and a normal Cal Grant which for the 2024-2025 year is $9,358.

Additional Requirements for Cal Grant Recipients:
In addition to the Free Application for Federal Student Aid or California DREAM Act Application, students are also required to have the GPA Verification Form for Cal Grant Programs completed by their high school's Records Office. All documents must be submitted to the appropriate agencies by March 2 to be considered for a Cal Grant. The California Student Aid Commission determines the eligibility for new Cal Grant recipients. **NOTE:** *As the Governor's Office works to balance California's state budget, changes to Cal Grant qualification requirements for new applicants are possible. For more information go to calgrants.org.*

Menlo Grants
Menlo Grants assist low- and middle-income students with direct institutional aid. To be eligible for a Menlo Grant, students must demonstrate financial need as determined by the FAFSA or California DREAM Act Application. Menlo Grant amounts will vary and are only available to full-time undergraduate students who are required to pay the higher tuition cost. Funds are restricted to meet needs after certain other resources, such as state and federal grants, are considered. Recruited student-athletes, and students with an earned bachelor's degree are not eligible for a Menlo Grant. Menlo College reserves the right to rescind, or make changes to the offered amount of institutional aid at any time.

NEED-BASED GRANTS (GRADUATE STUDENTS ONLY)

The Federal and California State Governments do not currently offer need-based grants that you may receive while enrolled at Menlo College. Menlo College does not award any institutional aid based on financial need. Other external foundations or organizations may provide need-based aid to graduate students at their discretion.

OTHER RESOURCES

Students are encouraged to seek assistance from outside resources. It is required that all outside assistance be reported to the Financial Aid Office. Student aid including outside resources, may not exceed the student's cost of attendance or demonstrated need. Therefore, if a student has been awarded funds by the aid office and receives an outside award, an adjustment to the original award may be necessary. If an adjustment is necessary, the outside aid will replace institutional aid first followed by student loans.

STUDENT LOANS FOR UNDERGRADUATES AND GRADUATES

Federal Direct Loans
Federal Direct loans are made through the federal government. To qualify students must be FAFSA eligible, meeting SAP, registered for more than 6 units per semester, have not exceeded the lifetime loan limit as a dependent student ($31,000), or exceeded the lifetime loan limit as a independent student ($57,500).
NOTE: *Graduate students may not exceed the lifetime loan limit of $138,500.*

Max Annual Loan Amounts

	Dependent Student	Independent Student
First-year	$5,500	$9,500
Sophomore	$6,500	$10,500
Junior/Senior	$7,500	$12,500
Graduate Student	N/A	$20,500

- **Subsidized Federal Direct Loans**
  The federal government pays the interest while the student is in a deferment status and during the grace period.
- **Unsubsidized Federal Direct Loans**
  The student is charged interest while they are in a deferment status and during the grace period.

Federal PLUS Loans
(Parent PLUS Loans or Graduate PLUS Loans)

The Federal PLUS Loan Program is an optional funding source to assist graduate students and the parents of dependent students in meeting educational expenses at Menlo College. These loans are made through the federal government. To determine a graduate student or parent's eligibility for the Federal PLUS Loan, the borrower's credit history will be checked. In the event a parent does not qualify for a Federal PLUS Loan, the Office of Financial Aid will consider the student for an additional loan through the Federal Unsubsidized Direct Loan Program. The Federal Unsubsidized Loan amount will not exceed $4,000 if the student is a college first-year or sophomore and will not exceed $5,000 if the student is a college junior or senior. Graduate students are ineligible for additional Unsubsidized Loans if their application for a PLUS Loan is denied.

Borrowers may choose to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half-time. Parents can choose to pay the interest at any time by contacting the servicer. The amount the graduate student or parent may borrow annually in the Federal PLUS Loan Program cannot exceed the cost to attend college, less any financial aid awarded. Funds are issued in two equal installments during the academic year—one each semester.

SCHOLARSHIPS AND AWARDS (UNDERGRADUATE STUDENTS)

Menlo College is deeply committed to preparing students for leadership positions in a wide variety of career fields. With this in mind, our financial aid programs are designed to provide future leaders with an outstanding educational experience. Scholarships are given to those outstanding students who have demonstrated a commitment to academic excellence and leadership both inside and outside the classroom.

Eligibility for Menlo College merit scholarships is initially determined by the Office of Admissions, which makes the awards. Generally, the type of merit scholarship students receive is the scholarship they keep and may renew in subsequent years, provided that certain renewal requirements are met as outlined in the student's scholarship letter. Merit scholarships are dependent on the student's prior academic performance. For merit scholarship purposes, a student's Grade Point Average (GPA) will be recalculated based on completed academic coursework. This means that the cumulative GPA that appears on a student's transcript may differ from the GPA Menlo uses to arrive at merit award and admission decisions.

Menlo College merit and athletic scholarships assist students with direct costs. Students must maintain the required cumulative GPA, and earn a minimum of 24 units per academic year at Menlo College. Incomplete courses and withdrawals will not be counted. Students awarded a scholarship must be enrolled full-time at Menlo College and be paying the traditional tuition costs. Scholarships are normally awarded annually. However, new students who enter Menlo for the first time during the spring semester will be considered for a one-semester scholarship. Visiting students are not considered for these scholarships and awards. All institutional aid can only be used in Fall and Spring Semesters with the exception of scholarships for graduate programs with mandatory Summer enrollment.

First-year students are eligible for financial aid for a total of 8 semesters, while transfer students can receive aid for up to 6 semesters. Transfer students who have completed fewer than 24 degree-applicable units may qualify for aid for up to 8 semesters. These semesters do not need to be consecutive. Graduate students are eligible for institutional financial aid for the number of semesters that exist in the full-time track for their program.

SCHOLARSHIPS AND AWARDS (GRADUATE STUDENTS)

Scholarships for the MASPP and MSIS programs are awarded at the discretion of those programs. Eligibility criteria for these awards include, but are not limited to, grade point average for prior coursework and whether the student immediately enrolls in either program after graduating from Menlo College's undergraduate program.

ATHLETIC AWARDS

Recruited athletes may be eligible for athletic scholarships. Questions regarding athletic awards should be addressed to the appropriate coach.

FEDERAL WORK-STUDY

The Federal Work-Study (FWS) program provides jobs for full-time students with financial need, allowing them to earn money to help pay education expenses. Students awarded FWS need to secure a job on campus or at an approved community agency and are paid an hourly rate. For information on job openings, contact the Office of Internships and Career Services. Most student workers average about seven hours of work per week with flexible schedules that accommodate their classes.

COURSE WITHDRAWAL

Federal financial aid is subject to Return to Title IV regu-lations governed by the U.S. Department of Education and will be adjusted accordingly based on changes in enrollment. State financial aid will be adjusted based on the California Student Aid Commission policy. Menlo College reserves the right to cancel or adjust institutional aid based on enrollment. Institutional aid requires full time enrollment, unless prior authorizations or exceptions are made.

FINANCIAL AID PORTAL

Menlo College requires students to accept financial aid through the Financial Aid portal, available at netpartner.menlo.edu or by selecting the "Financial Aid Portal" link on my.menlo.edu. Students may also reduce or decline federal student loans through the financial aid portal. The student financial aid portal will provide pertinent information regarding financial aid status, awards, rights and responsibilities of each award, missing documents, forms, and important messages regarding financial aid.





Academic Programs

Menlo College offers students the opportunity to earn a Bachelor of Science degree in Business or a Bachelor of Arts degree in Psychology. Courses are offered in a four-year program of fall (including winter intersession) and spring semesters and optional summer sessions. In addition, students may earn majors and minors in a variety of areas that complement their degree.

All Menlo students are eligible to apply for study abroad through our Exchange Programs.

Bachelor of Science in Business
- Accounting
- Business Analytics
- Entrepreneurship and Innovation
- Finance
- International Business
- Marketing
- Real Estate
- Sports Management

Bachelor of Arts
- Psychology
- Interdisciplinary Studies

Minors in Business
- Accounting
- Business Analytics
- Human Resource Management
- Professional Sales and Business Development
- Real Estate
- Sports Analytics
- Sports Management

Minors in Arts & Sciences
- Equity and Justice Studies
- Political Science
- Psychology

3+1 Undergraduate Business Programs with International Partners

The School of Business offers exciting opportunities for students to participate in double degree programs with prestigious international partner institutions. Current and prospective students from Menlo College, Centre d'Études Franco-Américain de Management (CEFAM) in France, Al Ain University (AAU) in the United Arab Emirates, and Abu Dhabi University (ADU) in the United Arab Emirates can enroll in these unique 3+1 programs.

Program Overview

These 3+1 programs are designed to provide students with a transformative international academic experience, fostering both professional and personal growth through exposure to diverse educational environments.

Program Structure at CEFAM

For Menlo College business students:
- Complete three years of study at Menlo College.
- Transfer to CEFAM for the fourth year.
- Upon successful completion, receive diplomas from both Menlo College and CEFAM.

Program Structure with AAU and ADU

For AAU and ADU business students:
- Complete three years of study at AAU or ADU.
- Transfer to Menlo College for the fourth year.
- Upon successful completion, receive diplomas from both Menlo College and AAU or ADU.

STUDY ABROAD EXCHANGE PROGRAMS

Kansai Gadai (Japan)

Kansai Gaidai is a private, nonprofit institution composed of Kansai Gaidai University, (four-year program), Kansai Gaidai College (two-year program), the Graduate School, and the Asian Studies Program. All the academic

programs of Kansai Gaidai University are fully accredited by the Japanese Ministry of Education, which is the sole accrediting agency in Japan. Kansai Gaidai is located in Hirakata City, Osaka, with two campuses in Hirakata: the Nakamiya campus and the Gakkentoshi campus. Menlo College students have the option to study abroad at Kansai Gaidai for either one semester or a full academic year. Menlo College students must be nominated by the Study Abroad Advisor before being invited to apply.

Universidad Francisco de Vitoria (Spain)
Universidad Francisco de Vitoria (UFV) is a private, non-profit Catholic university located in metropolitan Madrid, Spain. It was founded in 1993 as an affiliate of Universidad Complutense de Madrid and achieved full accreditation in 2001. UFV is located in the town of Pozuelo de Alarcón, which is just outside of downtown Madrid. Menlo College students have the option to study abroad at UFV for either one semester or a full academic year. Menlo College students must be nominated by the Study Abroad Advisor before being invited to apply.

Centre d'Études Franco-Américain de Management (CEFAM, France)
CEFAM was founded in 1986 by Roger Serre and Jean Michel Perrenot, who act as CEO and President respectively to this day. They had an inspired idea to build an institution that delivered an American, Liberal Arts curriculum in France, taught in English, focusing on Management as a response to the growing internationalization of markets and companies.

The semester abroad program is built for students who are seeking a study abroad experience lasting one semester to a year. Students are also required to take a language course.

SHORT TERM STUDY ABROAD PROGRAM

Academic Global Immersion
Menlo College also offers a unique experience to travel to Saudi Arabia and the United Arab Emirates while earning degree applicable course credit. Students will participate in a rich, global experience and gain an unparalleled cultural understanding of business practices. This course, which is open to business and psychology majors, is designed to enhance your skills as a successful global citizen in today's global business environment.

MENLO COLLEGE INTENSIVE ENGLISH PROGRAM

The Menlo College Intensive English Program (IEP) is an immersive English learning experience for students who need English language training before pursuing an undergraduate degree at Menlo College. The program is distinct from the traditional program in its 18 to 21 hour a week immersive English curriculum and in that nonimmigrant international students are required to have an I-20 form, "Certificate of Eligibility for Nonimmigrant Student Status," specifically for the Intensive English Program. The IEP is wholly managed and run by Menlo College staff and faculty with all classes being held on the Menlo College campus. Students in the IEP have access to all Menlo College student services and support available to those students in the degree programs.





Graduation and Commencement

While a Commencement ceremony is sometimes referred to as Graduation, there is a noteworthy difference. The College's Commencement ceremony is held once a year at the end of the spring semester as a celebration for students projected to successfully complete all their graduation requirements by the end of the spring or summer term. While Menlo students may graduate at the end of the fall, spring or summer terms, there is only one Commencement ceremony held in May.

Menlo College, in contract with Herff Jones, maintains an inventory of Commencement regalia for use of Menlo graduates. The cap and tassel are part of the regalia package, together with a graduation gown to wear during the ceremony.

Commencement graduation gowns must be returned to inventory, but the cap, tassel and hood are provided to the graduates to keep, at no charge. Should the graduation gown not be returned on a timely basis, a $60 late fee will be charged to the student's account. This information is communicated to each graduating class. Should the graduation gown not be returned at all, a charge of $168 will be charged to the student's account. This represents the cost of replacing the graduation gown in inventory. Diplomas will be held until all financial charges have been cleared.

Students do not receive a diploma at the Commencement ceremony. Confirmation of degree completion will not take place until official grades are posted by The Office of the Registrar. Students should meet with their Academic Advisor prior to their last semester to review their academic file to guarantee all their graduation requirements will be met in a timely fashion.

Graduation indicates the student has officially completed all their graduation requirements. In preparation for graduation, students must file a Graduation Petition in the term just prior to their expected graduation year/term (fall semester for May 31 and August 31 graduates or spring semester for December 31 graduates). The deadlines for submitting Graduation Petitions are:

- **November 1, 2024** for end of spring or summer 2024
- **March 24, 2025** for end of fall 2025

All candidates should submit their graduation petitions on MyMenlo for processing.

COMMENCEMENT AND GRADUATION POLICY

During the final academic year, a student must be enrolled in the Fall or Spring term, if a student is planning to participate in the May Commencement. To be eligible to participate in Commencement and listed in the Commencement Program, candidates must have completed all of their degree requirements or be within 9 units of completing them by August 31. If these units are not completed by August 31 of that academic year, the student must re-enroll in order to complete the units needed for graduation.

UNDERGRADUATE HONORS AT GRADUATION

Valedictorian and Salutatorian Selection Criteria

The students selected as valedictorian and salutatorian of the senior class embody the highest level of academic achievement, scholarship, personal integrity, extracurricular involvement, and character in the tradition of Menlo College. The valedictorian and salutatorian are selected on the basis of these criteria. While GPA is the primary selection criteria, this is a holistic evaluation process aiming to identify students who excel academically, contribute positively to the college community, and embody the institution's values.

Selection is made by the academic deans in consultation with the Dean of Student Affairs. This ensures that

selected students have maintained high levels of personal integrity and ethical character, and that their behavior aligns with the college's values and standards. Students who petition to graduate late may not be considered for these honors.

The following criteria will be used to identify students who will be considered for these honors. One student will be chosen as valedictorian, and one as salutatorian. Any one of these criteria may be used to differentiate among candidates for valedictorian or salutatorian:

- **GPA earned at Menlo College:** This is the primary selection criterion. It reflects a student's overall academic performance. Students with higher GPAs are likely to be considered for these honors.
- **Availability to participate in Commencement activities:** This criterion ensures that the selected students can actively participate in the graduation ceremony.
- **Number of Menlo credits with a letter grade:** This criterion accounts for the number of courses a student has taken and completed with letter grades. It aims to measure the student's engagement and achievement across various subjects. Note that a student with a double major or a major that requires additional units, e.g., CPA accounting, should not be advantaged. Students must have completed a minimum of 60 units at Menlo College.
- **Number of A+ grades received per semester for upper division classes:** Excelling in upper division classes, especially with the highest grades, showcases advanced academic capabilities and commitment to rigorous coursework.
- **Breadth of the academic program:** Recognizing that different majors have varying degree requirements, this criterion ensures that students from diverse fields are considered equally.
- **Number of extracurricular activities and contributions to university and community life at Menlo College:** Involvement in extracurricular activities and contributions to the university and local community demonstrate a well-rounded student with leadership qualities and a commitment to giving back.
- **Amount and quality of transfer credits:** Transfer credits from other institutions provide additional context to a student's academic journey.
- **Quality of essay submission:** The essay submission allows students to showcase their personal and academic growth, aspirations, and reflections on their college journey.
- **Depth and breadth of educational experience:** This criterion acknowledges students who have taken diverse courses beyond their major, highlighting intellectual curiosity and a well-rounded education.

Other Honors

Honors appear on the student's diploma and their official Menlo College transcript. Honors are awarded to bachelor's degree graduates who earned a cumulative grade point average in their Menlo College courses as follows:

cum laude
3.500 to 3.699
magna cum laude
3.700 to 3.899
summa cum laude
3.900 to 4.000

DIPLOMA DISTRIBUTION & DEGREE VERIFICATION

Graduation candidates whose graduation petition was received by the deadline indicated above, and who do not have any encumbrances, will receive their diplomas by mail approximately twelve weeks after the end of the semester in which they successfully completed their degree requirements. Graduation candidates whose applications were received after the deadlines indicated above and/or who have encumbrances should anticipate a delay in receiving their diplomas. It is important that candidates inform the Office of the Registrar of any changes of mailing address.

Graduates can obtain a degree verification by requesting a degree verification or transcript through the National Student Clearinghouse; or by a written letter from the Office of the Registrar with applicable fees. To request an official transcript, see the section on "Transcripts" for the required fees.

GRADUATION & COMMENCEMENT INQUIRIES

Inquiries regarding graduation application status and diplomas should be addressed to: The Office of the Registrar, phone (650) 543-3737 or email registrar@menlo.edu.

Inquiries regarding the Commencement ceremony, regalia and rehearsals should be directed to Commencement Planning Team at commencement@menlo.edu, or call (650) 537-2289



Office of Student Affairs

Menlo College has created an environment where the curricular and co-curricular work together to provide a total educational experience for the student. The Dean of Student Affairs oversees Housing, Residential Life, Community Standards, First Year Experience, Student Government Association and Student Clubs, Student Wellness, Mental Health Services, and the Basic Needs Pantry. The Office of Student Affairs is committed to providing specialized services and opportunities that will prepare students for success in their personal and professional lives. The office is located in the Administration Building.

MISSION STATEMENT

Student Affairs serves the Menlo College community to provide transformational opportunities for students in the areas of student life, health and wellness, leadership and service, and diversity and inclusion.

STUDENT AFFAIRS

The Student Affairs staff works with students, faculty, and staff to provide for quality of life beyond the classroom. Co-curricular activities at the College and residence living arrangements on campus are intended to complement and enhance the student's academic experiences. A wide range of programs and services are conducted for this purpose.

The Office of Student Affairs specifically coordinates all clubs and organizations, the Student Union, Orientation, and the majority of programming for the College. Most clubs sponsor activities such as cultural events, festivals, guest speakers, bands, and a variety of other activities.

The College encourages innovation in student activities. In addition, student groups or individuals with ideas for events or projects are encouraged to visit the Office of Student Affairs. The Student Affairs staff can often find ways and means of bringing the idea to fruition and will work directly with the group to see their plans materialize.

STUDENT ORGANIZATIONS

Menlo College encourages all students to consider involvement in campus activities, organizations, and leadership opportunities. Organizations may include major specific, identity-based and special interest clubs. All current student organizations can be found on the Menlo app. Anyone interested in starting a new organization is encouraged to meet with the Assistant Dean of Student Affairs, located in the Office of Student Affairs, Admin Building 159.

LEADERSHIP OPPORTUNITIES

Menlo College provides a range of programs that enable students to discover and develop their leadership skills. A comprehensive list of current student organizations can be found here menlo.edu/student-life/clubs-organizations/.

Leadership opportunities within the Office of Student Affairs include the following:

- Menlo College Student Government (MCSGA)
- Resident Assistant
- Student Programming Board
- Student Union Employees

This list does not represent all student leadership opportunities at the College.

If students are looking for ways to get involved or have an idea, they should stop by the Office of Student Affairs.

SERV PROGRAM

(Service, Education, and Resources for Volunteers)

There is a large variety of community service opportunities for students to take advantage of. Be on the look out for announcements to participate in SERV projects both on and off campus. For more information, please contact studentaffairs@menlo.edu.

STUDENT HEALTH INSURANCE PROGRAM (SHIP)

Menlo College requires all full-time students to have medical insurance and have the following options:

- Menlo College Student Health Insurance Plan (SHIP)

or

- A private plan covered through an employer, spouse, or parent that meets certain criteria that Menlo College has determined.

To enroll in SHIP or to opt/waive out, students can visit menlo.edu/student-life/health-wellness/. *Students are automatically enrolled in SHIP unless they submit a waiver*. Students can only waive SHIP if their alternate insurance is based in the U.S.

Consult your health insurance provider about local health care practitioners who are covered by your plan. Some nearby healthcare facilities include:

- Menlo Medical Clinic (within walking distance)
- Stanford Health Care
- Sequoia Hospital (Redwood City)
- Kaiser Permanente Redwood City Medical Center & Hospital

Resident Assistants and the Office of Student Affairs have access to basic first-aid supplies, feminine hygiene products, and condoms. Call 911 in the event of a major medical emergency.

MENTAL HEALTH SUPPORT

Menlo College has partnered with **TimelyCare**, the leading virtual health and well-being solution in higher education, to offer students free and equitable access to mental health support through the TimelyCare platform. For more information about TimelyCare or other mental health resources, contact Health & Wellness Coordinator Ashley Brankovich at ashley.brankovich@menlo.edu.

RESIDENCE LIFE

The residence life program complements the academic curriculum and reinforces the College's mission and values by providing learning experiences that extend the classroom into the residence halls. As such, the campus community offers numerous opportunities for learning that facilitate the holistic development of our students.

Resident Fellows, select faculty and staff who reside on campus, are especially enabled to engage our students in campus life. With activities that range from hosting study groups to planning social events and the coordination of community service projects, Resident Fellows contribute to the development of students that occurs outside of a traditional classroom setting.

Housing

There are six residence halls on campus: Arrillaga Hall, El Camino Hall, Howard Hall, Kratt Hall, Michaels Hall and O'Brien Hall. Each building has its own unique characteristics; however, each room is equipped with furniture needed for studying and sleeping (except desk lamps). Beds are 80 x 36 inches (twin, extra long), a matter to be considered when selecting bed linens. Students are expected to provide their own linens. Free laundry facilities and wireless internet are available in each building.

Residence halls are supervised by full-time professional staff and student Resident Assistants, who help create and maintain an environment conducive to personal growth and academic achievement. All Residence Life staff are available to meet with students on educational and social matters.

Requirements to Live on Campus

All first-year and sophomore students must reside on campus unless they live with their parents or adult guardian in the vicinity of the College (defined as within thirty (30) miles of the College). Exceptions include students who are married/head of household or have dependents. Students may not change from resident to day status after July 1 for the fall semester or after December 1 for the spring semester, regardless of their eligibility to reside off-campus, without incurring a financial penalty. All requests for changes of status must be made using the appropriate form available in the Office of Student Affairs. All international students must live on campus during their first year at Menlo. This helps them become more comfortable in the U.S. educational system and student life at Menlo College. International students with previous collegiate experience in the United States, or those who wish to reside with their parents in the immediate vicinity of the College, may petition to the Office of Student Affairs for a waiver of this requirement.

Room assignments are made before the semester begins. The Office of Student Affairs tries to honor requests for specific rooms and/or roommates to the extent occupancy allows. First-year and sophomores have priority as they are required to live on campus.

Meals are provided for residential students, including breakfast, lunch, and dinner on Monday through Friday, with brunch and dinner on weekends and most holidays. The cost of this meal plan is required and included in the room and board fees charged each residential student.

Students are expected to adhere to residence hall policies established in the interest of maintaining a pleasant, respectful, and peaceful living atmosphere that is compatible and necessary for a positive educational

environment. Policies are outlined in the Menlo Residence Hall License Agreement that each student must sign prior to moving into a room, as well as in the Student Handbook (which includes the Student Code of Conduct). Both are available on the Menlo College website.

More detailed information and instructions regarding on-campus housing is sent to new students upon admission to Menlo College.

Benefits of On-Campus Living

Menlo is committed to the philosophy that an individual's college education is enhanced through the experience of residing on campus. Students benefit from interactions with fellow students and faculty in the type of planned and spontaneous activities (social, educational, cultural, and athletic) and discussions that occur outside regular class hours in a residential environment. Residence Hall living adds a measure of convenience to a student's life, creates increased opportunities for students to widen their circle of friends, and provides a quick immersion into campus life.

STUDENT CONDUCT

The College expects each student to behave in a conscientious and responsible manner with due respect and regard for the welfare of others. College policies on various aspects of campus life are fully explained in the Student Handbook and available to all students through the College website.

Students are required to review and know the policies described in the Housing License Agreement and the Student Handbook. Menlo reserves the right to change policies as necessary and appropriate. The Student Code of Conduct can be found within the Student Handbook and is used as a basis for evaluating appropriate campus life behavior. Policy violations will result in disciplinary actions. **Please refer to the Student Handbook for a full description of policies, possible disciplinary outcomes and your rights as a student.**

On-campus use of alcoholic beverages is a qualified privilege and is strictly controlled. Students, faculty, and staff are subject to federal and state laws regulating such beverages. Consumption on campus is restricted to designated areas and to certain approved and officially sponsored social functions. Students who choose to involve themselves with alcohol assume full responsibility for the consequences of their actions, both with respect to Menlo College regulations and to the laws of the state. Students who abuse alcohol or violate the alcohol policy will be subject to disciplinary action up to and including expulsion.

OTHER CAMPUS SERVICES

Motor Vehicles/Parking

All vehicles parked on the Menlo College campus must have a parking permit. Visitors should call Security for a temporary visitor's permit. Students, staff, and faculty must obtain permanent permits which are valid August 1 through July 31 each year. Applications are completed online at menlo.edu/about/parking-registration-form/. On completion of the application the permit may be picked up at the campus post office between 9 am and 4 pm Monday through Friday by showing their Menlo College ID.

In order to ensure adequate parking, students residing on campus are not eligible for a parking permit for the Fall and Spring semesters for first-year students. More information about this parking permit restriction is available in the Parking Policy at the College website.

Individuals with more than one vehicle may only park one on campus at a time. Parking permits must be properly displayed to comply with the Menlo College Parking Policy. Failure to display a permit will not absolve the owner from citation fines. The Parking Policy will be enforced from 8 am to 5 pm Monday through Friday. Serious violations will be cited any time. After 3 citations vehicles are subject to booting or towing.

A limited number of parking spaces on campus are reserved for express purposes, such as handicapped, electric car charging, Zipcars, and loading zones. Other areas are limited for faculty/staff-only parking.

Mail Service

The campus post office receives Menlo College mail from the U.S. Post Office Monday through Friday before 9 am. After sorting and processing the mail is delivered to the campus offices and resident students, staff and faculty mail boxes.

Any campus resident may obtain a campus mail box. All mail which fits into the mailbox, including small packages, will be placed there. Larger packages are shelved by box number and may be picked up when the campus post office is staffed. When packages are received for residents an email is sent to the addressee.

The campus post office is open 9 am to 4 pm Monday through Friday. It is closed during winter break. Box holders may get their mail from their box whenever the Student Union is open, and after hours by calling Security at (650) 400-5837.

All incoming mail should be addressed as follows:
Recipient's name
Menlo College
1000 El Camino Real
Campus Box #
Atherton, CA 94027

The campus post office does not supply mailing materials including envelopes or boxes however postage stamps may be purchased at the Campus Store. Outgoing mail is taken to the US Post Office Monday through Friday after 3:00 pm.

Virtual Bookstore
At the eCampus Virtual Bookstore, you can find textbooks and other required course materials. The following link will guide you to making purchases or rentals of all required course materials. eCampus is a third party service not associated with the Library or Campus Store. Users are responsible for returning their own rentals.

Textbooks: ecampus.com/menlo

Library Course Reserves
Many course textbooks are also available to borrow for 2 hour loan periods from the Bowman Library.

Library Course Reserves: https://library.menlo.edu/borrow/course-reserves





Athletics

MISSION STATEMENT

The Department of Athletics strives to complement the Menlo College experience by developing future leaders through its intercollegiate athletics program.

VISION STATEMENT

The Department of Athletics has quality athletic programs and maintains a talented and driven coaching staff that recruits student-athletes who display leadership skills, strong character, a commitment to academics, and a high level of athletic skill. The department seeks to be a source of pride for the college and the surrounding community. In doing so, the department will successfully compete at the highest level. We are committed to providing an equitable, supportive, and diverse environment which will teach student-athletes to compete with integrity and sportsmanship, act responsibly and take on leadership roles on their teams, in the classroom, on the college campus, and in the community.

LEVERAGING ATHLETICS TO IMPROVE STUDENT OUTCOMES

Athletics at Menlo College occupies a unique position given that over 50% of all students participate in varsity sports. Coaches use their influence in a manner that supports and reinforces a learning community. The learning community at Menlo College links athletics, academics, and student life into a seamless environment. This environment encourages learning and human development by creating opportunities for collaborative and active culture. The athletic experience – only one component of a student's development at Menlo – can be used to improve learning outcomes and character development, promote critical thinking, and facilitate productive relationships among students, faculty, and staff. Participation in sport is often the best way to teach vital life skills. Below are some of the general characteristics which coaches are encouraged to teach, model, and reinforce through participation in sports.

- Communication
- Discipline
- Integrity
- Proactive vs Reactive Behavior
- Problem Solving
- Respect
- Responsibility
- Servant Leadership
- Sportsmanship
- Teamwork

GOALS OF MENLO COLLEGE INTERCOLLEGIATE ATHLETICS

- Encourage student-athletes to assume leadership roles on campus and in the community.
- Ensure that all student-athletes are afforded opportunities and support to achieve their academic and athletic goals.
- Establish support systems which will enable student-athletes to develop into well-rounded, responsible, and mature individuals.
- Offer a broad-based athletic program that provides opportunities independent of a given student-athlete's socioeconomic status, ethnicity, gender, or any other personal characteristic.
- Provide the best possible environment for each student-athlete to compete to the fullest extent of their capabilities.

INSTITUTIONAL CONTROL, COMPLIANCE AND ELIGIBILITY

Prospective Student-Athletes

https://menloathletics.com/sports/2024/1/18/compliance-prospective-student-athletes-psa.aspx

Current Student-Athletes

https://menloathletics.com/sports/2024/1/29/compliance-current-student-athletes.aspx

MISSED CLASS POLICY

When representing Menlo College in intercollegiate competition (or other officially sanctioned Menlo College activities), students shall be excused from classes on the hours or days such competition takes them away from classes and shall not be penalized during the grading process for such missed classes. **NOTE:** *At least one week in advance, such students are responsible for advising their professors regarding anticipated absences and for arranging to complete all coursework for classes, including laboratories, homework, projects, or examinations missed in a timely fashion as approved by the professor.*





Technology Resources

Located in the heart of Silicon Valley—the worldwide epicenter for technical innovation. Every Menlo College student is assigned an email account, Menlo user ID, and access to online grades, registration and course materials upon admission to the College. Your Menlo user ID and password are required to access most College technology resources. For your own safety, do not share your login credentials with anyone.

SPECIALIZED COMPUTING LABS

Whether you are taking a course in a Brawner Hall instructional lab, getting assistance in the Math and Peer Tutor Center, or printing your research paper in the Library Learning Commons, we have over 160 computers placed in 6 computer labs and the library available for your use. The Library Learning Commons has more than 60 computers including iMACs, PCs and Chromebooks for your use. Chromebooks, chargers, HDMI cables, calculators and other hardware are available for short term and long term loan.

IPAD LEARNING LAB

Our mobile learning lab brings iPads to any classroom for collaborative group work, multimedia projects, and interactive instruction.

WIRELESS NETWORK

All classrooms, Bowman Library, Student Union, Dining Hall, and our five residence halls are equipped with a secure, high-speed wireless network that utilizes the latest in networking protocols.

TECHNOLOGY ENABLED CLASSROOMS

Our classrooms are outfitted with audio-visual technology to enhance the learning experience. Thirteen newly-updated classrooms feature the latest instructional technology, including SMART™ interactive podiums, document cameras, and high definition projection.

Each course also has dedicated space in Menlo's Learning Management System (Canvas), which provides an online environment for instructors to post syllabi, lecture notes, assignments, and other course materials; conduct class discussions; and administer tests and quizzes. Canvas is available to students and faculty anywhere, anytime from most web browsers.

ONLINE RESOURCES

You can register for classes using MyMenlo; submit an assignment or post to a class discussion in Canvas; or collaborate on a document using your Menlo G Suite for Education account. Want to brush up on your technical skills? Access Linkedin Learning for free with your Menlo email account. Microsoft 365 is also free for students. All are online resources available to you, 24/7, from any location with Internet access—on campus or across the globe.

Visit my.menlo.edu from most web browsers, and log in using your Menlo user ID and password, once assigned.

STUDENT COMPUTING

Access to high-speed Internet service is available in every room in the Menlo College residence halls at no extra charge. Students using personal computers on campus are required to use anti-virus software with current virus definitions and to keep operating system security patches up-to-date. Printing is available to students in the Bowman Library and other print stations around campus.

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Student Services

ACADEMIC ADVISING SERVICES

Academic advising services are available to all Menlo College students to help them evaluate their educational goals and provide them with the tools necessary to achieve these goals. Academic Advising uses a collaborative, developmental and student-centered approach empowering students to discover and achieve educational and personal goals. Through individual relationships, activities, and conversations, advisors help students overcome barriers to academic success by equipping them with timely information and tools.

- New students (first-year and transfers) meet with counselors in the Office of Admissions who explain the various degree programs (majors and minors) offered at Menlo College. Students then receive assistance from an academic advisor at the Academic Advising Center to determine their academic preparation to take specific classes and choose their first semester's classes.

- Academic advisors guide students in their choice of majors and concentration and act as mentors to help them match their skills, abilities, values and interests with their academic and career pursuits. New students (first-year and transfers) are assigned a specific academic advisor at the Academic Advising Center for their first year at Menlo and all the way through graduation. The Academic Advising Center, located in the Administration building, is open during normal business hours with one or more academic advisors on hand to provide advising assistance even if a student's assigned advisor is not available.

- Students and their advisor maintain a graduation plan and check-sheet for the purposes of monitoring academic progress. This check sheet reflects the transfer credit that students have been awarded, the courses they have completed at Menlo College, and the courses and units they need to satisfy for graduation. Students may also review their Advising Worksheet on MyMenlo for degree progress.

DISABILITY SERVICES

Disability Services is a component of Menlo College's Academic Success Center that provides advising, counseling, information, referrals, and services for students with all types of disabilities. Accommodations relevant to the Americans with Disabilities Act and Section 504 and 508 of the Rehabilitation Act are available to students with long-term and short-term disabilities. Section 504 defines a person with a disability as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such impairment or (iii) is regarded as having such an impairment."

Menlo College is committed to ensuring equal access and opportunity to all members of our campus community, and to make all programs and services accessible to students with disabilities. With this in mind, and in accordance with Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the College provides reasonable accommodations to ensure equal access to the programs and activities of the College. Any students with disabilities who require accommodations or who have questions about access or services should contact the Disability Services Specialist at disabilityservices@menlo.edu or 650.543.3720.

EXCHANGE AND STUDY ABROAD PROGRAMS

Menlo College partners directly with schools abroad as well as third-party study abroad providers to offer short and long-term study abroad options to Menlo College students in 26 countries and 70 cities around the world.

For more information, contact the Office of Study Abroad at studyabroad@menlo.edu.

INTERNATIONAL STUDENT SERVICES

The International Student Services (ISS) office provides support to students from abroad with a variety of services including I-20 & visa support, internship opportunities, CPT & OPT support, and resources for life in the United States. ISS organizes events and opportunities for international students from the time prior to orientation to post-graduation. For more information, contact the office of International Student Services at iss@menlo.edu.

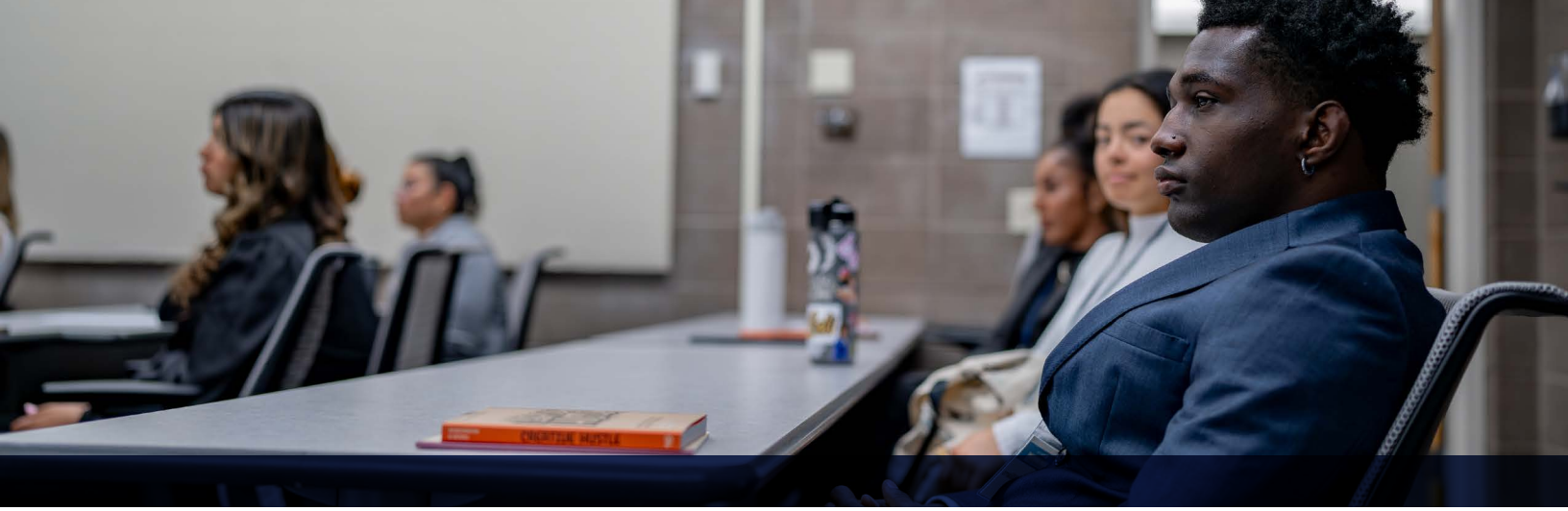
OFFICE OF INTERNSHIPS & CAREER SERVICES (OICS)

The Menlo College Office of Internships & Career Services supports students during all stages of their professional and career development, from self-assessment and career exploration to developing resumes, cover letters, and interviewing skills, to providing assistance with internship and job searches. OICS staff actively engage with for-profit, nonprofit, and government organizations to ensure that Menlo students and alumni have access to a robust population of potential employers for internships and jobs of all types.

All students at Menlo have the opportunity to complete a six-unit academic internship during the summer following their junior year or during senior year. Completion of an internship is required for business students and strongly encouraged for psychology students. OICS works closely with all students seeking internships to ensure a high level of preparation for the internship search, success in securing an internship position, and a high quality internship experience.

In addition, OICS offers a one-unit elective course (INT 399) for international students to gain additional off-campus curricular practical training (CPT). This course can be repeated up to three times.





Library and Learning Resource Centers

BOWMAN LIBRARY

Bowman Library provides a wide range of information services, resources, and technologies that support the educational and research needs of the Menlo College community. Librarians and faculty have adopted a collaborative, integrated approach that helps students develop the information literacy competencies and research skills critical for academic and future career success.

VISIT THE LIBRARY WEBSITE:
library.menlo.edu

MAKE AN APPOINTMENT WITH A LIBRARIAN:
menlocollege.libcal.com/appointments/

ASK A QUESTION:
menlocollege.libanswers.com/

Library Hours

Bowman Library is open six to seven days a week during the academic year, with evening hours Sunday through Thursday nights and added hours during final exams and certain Saturdays. Bowman Library has both quiet work areas and social spaces for students to collaborate, study together, or just hang out.

VIEW LIBRARY HOURS:
menlocollege.libcal.com/hours

Collections

The Library's print and digital collections support all areas of the College curriculum, with special emphasis on business, psychology, and the social sciences. The Library owns or provides access to approximately 44,000 print books, and 165,000 eBooks, as well as a large number of online databases that include about 74,000 academic journals and magazines. All electronic materials are available from both on and off campus for students and faculty.

Research Services

Menlo College librarians provide research support to all Menlo College students. Students can connect with librarians both remotely and in person, and can get help for anything from quick questions to in-depth research design. The Library provides library instruction sessions by instructor request and teaches more than 60 library sessions per year. Library instruction sessions are designed to help students gain increasingly sophisticated research skills and are tailored to each class to support students in their specific assignments.

Librarians also design the required Library Research Tutorial, which helps students build basic library skills at the beginning of their college experience. This strong foundation helps students succeed in their assignments throughout their college career. It also helps ground students in skills needed for all careers, such as identifying and avoiding disinformation, finding and using the best resources, and developing critical thinking skills. In addition, Bowman Library offers a wide range of asynchronous learning resources including course guides, research skills videos and modules, and resource guides.

Technology and Study Facilities

Bowman Library has 24 desktop computers, 39 Chromebooks, as well as printers and photocopiers for student use. Printing at the library is free for students, faculty, and staff. Microsoft Office products, Adobe Acrobat Suite, and a range of instructional software are available from desktop computers. Facilities include a variety of seating areas, carrels, a Library Classroom, and reservable study rooms.

RESERVE A STUDY ROOM:
menlocollege.libcal.com/spaces

Borrowing Materials and Interlibrary Loan

Students with a valid Menlo College ID can check out books, laptops, calculators, as well as other equipment. Students may also use video cameras, mics, green screens, and other audiovisual equipment on library premises to create videos or audio/podcast media. These are increasingly popular for video resumes, presentation assignments, and group projects.

When an item is not owned by Bowman Library, patrons may request it from a network of libraries nearby and across the country through a link in the Library catalog. Physical items are shipped by mail. Journal articles are delivered as pdfs within 1-4 days.

REQUEST ITEMS THROUGH INTERLIBRARY LOAN:
https://library.menlo.edu/interlibrary-loan

Textbook Access

To reduce textbook costs to students, Bowman Library works with instructors to provide reserve copies of textbooks for as many courses as possible. These course reserves are available to any student in the class for a 2-hour checkout. This allows all students to use the textbook for studying without having to buy a copy.

SEARCH LIBRARY TEXTBOOKS:
https://library.menlo.edu/borrow/course-reserves

GULLARD FAMILY ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) is a College-wide resource with services located in the Administration building and Bowman Library. Its goal is to provide assistance to all students to succeed academically. The Center offers a wide range of services for students who want to improve their learning strategies, including advising, outreach, professional referrals, accommodations for learning differences and accessibility needs, advocacy and tutoring. The ASC includes a Writing Center for consultation and assistance on written assignments and a Math Center for individualized instruction and tutoring in quantitative skills. Peer tutors are available to help in a variety of subjects, and “Study Slam” group tutoring sessions are regularly held in the evening. Additionally, the ASC offers a lab containing computers with assistive technology. Through individual advising and counseling on learning, the ASC helps students develop strategies and build skills that will be the foundation for continuous improvement and lifelong learning.





Undergraduate Academic Policies and Procedures

For specific degree requirements and course descriptions, please refer to the section on "Curriculum."

BACHELOR OF SCIENCE IN BUSINESS

Requirements

To earn a Bachelor of Science in Business degree from Menlo College, students must fulfill a minimum of 120 semester units. This total includes 42 units at the upper-division level, while the remaining 78 units may be completed at the lower-division level.

BACHELOR OF SCIENCE IN BUSINESS RESIDENCY

Requirements

A residency requirement of 41 units must be fulfilled at Menlo College and is allocated as follows:

- Lower Division Business Core: 15 units
- Upper Division Major (300 - 400 level): 15 units
- MGT 301: 1 unit Internship Preparation
- ACC 499 or MGT 499: 4 units (Internship)
- MGT 400: 3 units (offered in both fall and spring semesters)
- ENG 450: 3 units (Capstone)

Students are required to maintain a cumulative Grade Point Average (GPA) of 2.0 ("C") and a Major GPA of 2.0 ("C"). Students should meet their academic advisors to ensure they meet the specific requirements for their chosen major.

BACHELOR OF ARTS

Requirements

To earn a Bachelor of Arts degree from Menlo College, students must fulfill a minimum of 120 semester units. This total includes 42 units at the upper-division level, while the remaining 78 units may be completed at the lower-division level. For more specific information regarding Residency Requirements, please review the section below.

A residency requirement of 32 units must be fulfilled at Menlo College and is allocated as follows:

- Lower Division Major (Psychology Core): 8 units
- Upper Division Major (300 - 400 level): 18 units
- PSY 400: 3 units (offered in fall semester)
- PSY 401: 3 units (offered in Spring semester)

Furthermore, students are required to maintain a cumulative Grade Point Average (GPA) of 2.0 ("C") and a Major GPA of 2.0 ("C"). Students should meet their academic advisors to ensure they meet the specific requirements for their chosen major.

For Interdisciplinary Studies, see Interdisciplinary Studies major and application for more detailed information.

CREDIT HOUR, AND PROGRAM LENGTH

Policy

In accordance with WASC Senior College and University Commission (WSCUC) policy, Menlo College follows the federal regulations and definitions for credit hour and program length outlined below. Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 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

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

As it applies to Menlo College, a 50-minute class is considered to be one hour of class time and Menlo operates on a 15-week semester.

Credit-bearing internships should align with the following requirements. For each 6-unit, for-credit, internship, students must complete:

1. 280 hours on-site at their internships
2. 20 hours of face-to-face or online instructor/student interaction in the form of a seminar.

Both on-site and classroom time must be planned to take place entirely during the summer semester.

1. For summer internships, all on-site and classroom time must be planned before fall semester classes resume.

There are situations in which certain employers have structured internship programs that do not permit students to work the required minimum number of hours on site over the course of the internship session as defined by Menlo College. In these cases, students may work with the Executive Director of Internships & Career Services and the instructor of their internship seminar course to create a plan to supplement on-site internship hours with additional assignments relevant to the student's learning goals (e.g., LinkedIn Learning courses, workshops, informational interviews in the student's field). This will be formalized in an Internship Hour Equivalency Plan.
NOTE: *This option is available only in circumstances where employers have firmly structured programs that limit students to less than the required on-site hours over the course of the internship session (as defined by Menlo College). This option is not available to students in circumstances where working the required number of hours on-site is an option, but the student would prefer to work fewer.*

Compliance with these requirements is reviewed systematically at the course proposal phase and during Program Reviews. The Menlo College Course Proposal Forms specifies: "The proposal should contain information to demonstrate that there are at least fifteen (15) hours of in-class instructor/student "face time" and at least two (2) hours of homework/research time for every one (1) unit proposed to be offered." For courses in the course approval process, the Curriculum Committee will examine and determine whether the course meets the credit hour definition.

For existing courses, during the Program Review process, the program (non-degree and degree) is responsible for reviewing and determining if each course adheres to the Credit Hour policy. If in the case an existing course does not fall within the definitions provided in the policy, the department will have to a) provide a justification for the departure and b) plans on rectifying it. The course credit hour review will be requested along with each self-study conducted by each department.

In addition, syllabi for all courses must be submitted to the Office of Academic Affairs before the start of each semester. Academic Affairs will review syllabi at the beginning of each semester to ensure that each syllabi meets the above requirements.

Program Length

Menlo College's business degree programs require completion of 120 units for graduation. All business degrees require a minimum of 24 upper-division units of courses within the student's specific major, beyond general education and electives. 39 units within the major must be taken at Menlo College.

Menlo College's psychology program requires completion of 120 units for graduation. The psychology degree requires a minimum of 24 units of upper-division units, beyond general education and electives. 32 units within the major must be taken at Menlo College.

For Interdisciplinary Studies, see Interdisciplinary Studies major and application for more detailed information.

ONLINE CLASSES

Menlo College offers online classes in the the Fall Intersession, in January, and in the Summer term. These are taught in synchronous instruction to maintain a comparable learning experience as in-person instruction. Faculty also offer virtual office (student) hours to provide additional facetime interaction between students and instructors. Intersession classes are billed as part of the standard Fall semester, however, enrollment in above 19 units are billed at fifty percent of the regular per unit rate. Menlo College aims to comply with state authorization regulations for distance education every term on an ongoing basis. Contact the Office of the Registrar for additional information.

Variable Credit Courses

Certain courses with variable units allow students to register for one or two units instead of the three standard units. Please refer to the course description in the

schedule of classes for course offerings. The following rules apply when taking a variable credit course for one credit unit:

ATTENDANCE: If a class is normally 3 units and runs the full semester, and you register for 1 unit, you will be required to attend the first 5-6 weeks of class, as determined by the instructor. You are not required to remain in attendance for the full duration of the semester. If you decide to remain in the class for the remainder of the semester, you must register for the additional units. Please make all changes by the last day to add as noted on the academic calendar, or by the last day to add as noted on the course description for late start classes

CLASS WORK: If you are taking a variable credit class for one unit, you are not required to complete all course assignments that would be required for the full term. You are only required to complete assignments listed for those first 5-6 weeks. Assignments listed in the syllabus after time period will not be required nor graded.

TUITION: You will be charged for tuition for your actual registration. Please note, full-time flat rate tuition is 12-19 units. If you decide to remain in class and register for the additional two units, you may need to pay additional tuition if you have exceeded the 19-unit limit.

ENGLISH AND MATH PLACEMENT

Placement forms are used to ensure that students are proficient in the required skills to successfully complete Menlo College English and/or math courses. All incoming first-year students may be required to take placement tests for English and math. Transfer students may be required to take the placement tests depending on courses transferred.

The English Placement Form determines which English class students will be enrolled in during their first semester at Menlo College.

The Math Placement Form determines which math class students will be enrolled in during their first semester at Menlo College.

Information about **Foreign Language Placement Tests** or other curricular tests may be obtained from the Office of Academic Affairs in Brawner Hall.

DOUBLE MAJORS AND DUAL DEGREES

Double Business Majors

Students pursuing double business majors at Menlo College need to fulfill specific requirements:

REQUIREMENT FOR FIRST MAJOR: Students must complete the requirements for their first major, which typically consists of 120 units. Students must fulfill that major's course and credit requirements.

INTERNSHIP REQUIREMENT: Students with double majors are only required to complete 6 units of internship.

ADDITIONAL UNITS FOR DOUBLE MAJORS: To declare and pursue double majors, students need to complete another 24 units (credits) at Menlo College. These units are beyond the 120 units required for the first major.

TOTAL UNITS FOR DOUBLE BUSINESS MAJORS: The combined total of units required for the first major (120 units) and the additional units for the double majors (24 units) equals 144 units. This is the total number of units students must complete to fulfill the requirements for both majors. Except for CPA students who are required to complete 150 units

COURSE COUNTING FOR DOUBLE MAJORS: Required courses taken to fulfill the requirements of the first major cannot be counted towards fulfilling the requirements of the second major. Students cannot "double-dip" and use the same courses to satisfy both major requirements.

Dual Degrees

Dual degree programs allow students to gain skills and knowledge in two distinct disciplines. This versatility can be valuable in a rapidly changing job market. A dual degree program typically involves pursuing two Bachelor's degrees simultaneously, which could be in different fields or disciplines. The terms "Bachelor of Science and Bachelor of Arts" often signify that the two degrees have distinct focuses, one being more science-oriented and the other more humanities-oriented.
Students pursuing Dual degrees at Menlo College need to fulfill specific requirements:

REQUIREMENT FOR FIRST DEGREE: Students must complete 120 units for the first degree.

REQUIREMENT FOR SECOND DEGREE: Students must complete additional 32 units for the second degree.

General Education	36 UNITS
Business Core	36 UNITS*
Business Capstone	3 UNITS
Business Major	24 UNITS
Internship	6 UNITS
Psychology Core	23 UNITS*
Psychology Major	24 UNITS
Open Electives	0 UNITS
TOTAL:	152 UNITS

*MCM 257 and 1-unit lab required for Interdisciplinary and psychology majors.

For Interdisciplinary Studies, see Interdisciplinary Studies major and application for more detailed information.

It's always a good idea for students to check with their academic advisors to ensure they clearly understand the specific requirements and procedures related to double majors at their institution, as policies can vary from one college to another and sometimes change over time.

TRANSFER CREDIT POLICIES AND PROCEDURES

Transferring to Menlo College is a convenient process and the College considers itself "transfer friendly." Students receive the maximum number of transfer units possible. Most credit from regionally accredited two-year and four-year colleges and universities is accepted, provided they are college-level and degree-applicable courses.

Menlo College students who were previously or are concurrently enrolled at other regionally accredited post-secondary colleges and universities must provide official transcripts from all schools attended. These official transcripts must be sent directly to Menlo College for evaluation by the Office of Admissions (if applying for the first time for admission), or to the Office of the Registrar (for concurrently enrolled students). All transcripts must be official, normally delivered in envelopes sealed by the issuing institutions.

Once all official transcripts have been received by Menlo College, new students will be sent a "Transfer Credit Evaluation" (TCE) that indicates which of their courses have transferred to Menlo and which Menlo requirements have been satisfied by these courses. TCEs are official only after they have been approved by the Office of the Registrar. Failure to disclose enrollment and/or provide official transcripts from any and all other post secondary institutions that the student is or was enrolled in may result in an administrative withdrawal from Menlo College.

Matriculated students are not allowed to transfer in units once enrolled at Menlo College. If a student has a special circumstance and requests to transfer in units to Menlo in the Fall, Spring or Summer semesters, the request must be approved by their respective Academic Dean. Students should submit a Transfer Course Approval Form to the Office of the Registrar prior to taking a course at any two-year or four-year college or university to ensure course transferability. Students should not enroll in classes at another school until the Office of the Registrar approves the Transfer Course Approval Form and receives Dean approval. Ultimately, it is the student's responsibility to select courses that transfer to Menlo College (*see Articulation Agreements or Concurrent Enrollment section for more information*).

TRANSFER CREDIT GUIDELINES

Credit is granted for equivalent courses in which a grade of "C-" or better (or the grade equivalent of "C-" or better) is earned.

Credits, not grades, transfer to Menlo College. See section on "Grades" for further information.

Students with an approved associate's or bachelor's degree from a regionally accredited college or university, or complete Intersegmental General Education Transfer Curriculum (IGETC) Certification may satisfy specific General Education requirements. Students who transfer through the ADT Commitment will have all lower-division general education requirements fulfilled.

Exceptions:

There are a number of exceptions to the Transfer Credit Guidelines above, Associate Degree for Transfer (ADT) Commitment not included (contact Admissions for more information) as Menlo College does require all students to complete certain foundation and institutional requirements as outlined on our Transfer Credit Agreements and Transfer Credit Evaluations.

Specific courses (e.g., MTH 110) may be required as a prerequisite for upper division courses.

Upper division credit is granted for upper division equivalent courses only. Courses completed at community colleges do not qualify for upper division credit.

For psychology students, a maximum of 78 total semester units may be transferred with the following limitations:

- Maximum of 60 lower division semester units
- Maximum of 18 upper division semester units

For business students, a maximum of 78 total semester units may be transfered with the following limitations:

- Maximum of 60 lower division semester units
- Maximum of 18 upper division semester units

A maximum of 30 semester units may be granted for non-traditional credit (see "Non-Traditional Credit"). All non-traditional credit is considered lower-division.

The maximum number of transfer units from any one source or combined sources may be limited. For example, a maximum of two semester units may be transferred for Physical Education credit.

A course may be taken only once for credit, unless specifically stated as allowable.

Each quarter unit is equivalent to 2/3 of a semester unit.

Remedial, technical, trade, non-academic vocational, previous work experience, and extension courses are generally not transferable. Courses taken at non-accredited institutions are not transferable (see Non-traditional

Credit for exceptions).

NON-TRADITIONAL CREDIT THAT MAY BE GRANTED

A maximum of 30 semester units may be granted from one or more of the following sources:

- **Advanced Placement Examination (AP)** An entering student may receive Menlo College credit for a particular course or courses on the basis of qualifying scores on the Advanced Placement Examination(s) of the College Entrance Examination Board. A minimum score of 3 for most exams must be earned to be considered for Advanced Placement credit. The decision to grant credit is based AP Equivalencies chart. For other non-traditional credit, see World Education Services (WES). Official exam scores must be sent directly to Menlo College from the Educational Testing Services (ETS) or College Board.

- **A-level and International Baccalaureate (IB) Programs** The decision to grant credit is based on the IB Examination Equivalencies chart. (Please see the section on "Admission to Menlo College" for further information.)

- **College Level Examination Program (CLEP)** These General and Subject exams are developed by the College Board and the Educational Testing Service (ETS) in conjunction with college faculty from across the United States. Credit is granted if students pass the exams with the scores recommended by ETS. Credit for the CLEP General Exams is granted for total scores at the 50th percentile only; partial credit is not given for sub-scores within the exams. Official CLEP exam scores must be sent directly to Menlo College from the Educational Testing Service (ETS) or College Board.

- **Military Education, Experience, and Exams** Credit may be granted for military education and/or experience based on recommendations from "A Guide to the Evaluation on Educational Experiences in the Armed Services–American Council on Education, Washington, DC." Credit may also be granted for "C-" level equivalent or higher on the Defense Activity for Non-Traditional Education Support (DANTES) or DANTES Subject Standardized Tests (DSST) subject examinations.

- **Workplace Education** Credit may be granted for education based on recommendations from the American Council on Education (ACE) or the Program on Non-Sponsored Collegiate Instruction (PONSI).

- **International Transfer Credit** Menlo College will also review WES, Incred, and SpanTran evaluations for recommended transfer credit.

Articulation Agreements with Two-Year Colleges

Menlo College has developed articulation agreements with multiple community colleges. These agreements facilitate the course selection process for students who wish to transfer to Menlo. Students do not need to complete all courses on the Agreement before transferring to Menlo. Articulation Agreements are intended as guidelines for course selection. Transfer students with an earned associate's degree (excluding associates in applied science) or those who have completed a minimum of 60 transferable semester units will have guaranteed admissions if admitted under a transfer credit agreement.[1] It is the student's responsibility to select courses that transfer and meet Menlo College graduation requirements.

A list of current articulation agreements can be found at menlo.edu.

In additon, Menlo College has entered into transfer agreements with multiple community colleges, which not only enable a smoother transfer of credits to Menlo College but also guarantee acceptance and scholarships. Further, the agreements clarify which courses map to required undergraduate General Education (GE) and major courses. For more information on transferability of classes and credits, prospective community college students should talk to their college counselors and/or the Menlo College Admissions Team. Please visit menlo.edu/admissions-financial-aid/transferring-to-menlo/ to find the most up to date list of transfer agreements.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

Menlo College students can concurrently enroll in ROTC Programs. ROTC courses transfer for general elective credit only. Any questions regarding transfer credit should be addressed to the Office of the Registrar at Menlo College.

ENROLLMENT STATUS & ACADEMIC LOADS

Please note the following policies and procedures regarding enrollment status and academic loads:

- Students are considered enrolled after their registration is officiated through MyMenlo (the Menlo online registration system) or their registration forms have been processed. In addition, the Student Accounts Office must have certified that the student has paid or guaranteed payment of tuition, fees, and any other unpaid account balances.

- The normal academic course load is 15-16 units. Enrolling fewer units may delay graduation beyond the normal four years of study.

[1] Associate's degree must be completed by the end of the spring term prior to fall admissions.
An earned associate's degree may not be transferred to Menlo College more than one year after a student enters the College.

- For certification purposes, full-time status is defined as enrollment in a minimum of 12 units or the equivalent. Part-time status is defined as enrollment in 1 to 11 units, or the equivalent. If a full-time student withdraws from a course and will earn less than 12 units at the end of a semester, they will not be considered a full-time student. (See the "Withdrawal" portion of the "Grades" section for more information.)

Full-time:	12 or more units
Three quarter-time:	9-11 units
Half-time:	6-8 units
Less than half time:	1-5 units

- Full-time students enrolled in more than 19 units (or equivalent) will incur an additional tuition charge.

- A student's academic program and registration are determined jointly between the student and their advisor.

- The following students must obtain additional approval(s) before the Office of the Registrar will allow them to take fewer than 12 units (unless they are in their final term):
  - **International students** F-1 visa status students must receive permission from a Designated School Official in the International Student Service Office to take fewer than 12 units in spring or fall semesters. F-1 students are not required to attend during summer sessions. Currently, immigration regulations prohibit those who enter the country in F-2 or B-2 visa status to take academic classes without changing visa status prior to attendance.
  - **Student athletes** Student athletes must receive approval from the Athletic Office before the Office of the Registrar will approve their part-time status.
  - **Financial Aid recipients** The Office of Financial Aid will confirm if a student is approved for part-time status before disbursing aid.

CONCURRENT ENROLLMENT

Please note the following policies and procedures regarding concurrent enrollment:

- Students currently enrolled at Menlo College are not allowed to transfer in units once matriculated. If a student has a special circumstance and requests to transfer in units to Menlo, the request must be approved by their respective Academic Dean, with the Transfer Course Approval Form (TCA). The Office of the Registrar will review the TCA and seek Dean approval prior to the student taking a course at any two-year or four-year college or university to ensure course transferability. Only courses approved in advance will be transferred, subject to a transfer maximum of 60 lower division units and 18 upper division units, are degree applicable (residency hours met), and the minimum required grade is obtained.

- Official transcripts of courses taken outside of Menlo College must be provided to the Office of the Registrar within 30 days of course completion.

- Failure to follow these procedures may result in the encumbrance of records, delayed registration, and in extreme cases, administrative withdrawal from Menlo College.

- International students in F-1 status, once matriculated, are not permitted to take courses for credit at other institutions while they are pursuing their program at Menlo College. Regulations regarding concurrent enrollment have been developed by the Department of Homeland Security. Menlo College has established policies in support of these. In order to receive credit for classes taken at another school, F-1 visa students must submit a Transfer Course Approval Form to the Office of the Registrar, which must have Dean approval, prior to enrolling at another institution. Also, they must receive written approval from International Student Services before they may begin taking classes at another institution.

GRADES

Academic achievement is reported by the instructor to the Office of the Registrar by means of letter grades. Students may view their grade report in their MyMenlo account—grade reports are not mailed.

- All grades are considered final except "I" and "NG/NR." Grade changes are made by the instructor in cases of computational or clerical error only. Grades are not changed as a result of reappraisal (See section on "Academic Petitions" for additional information.)

Grade Point Averages (GPA)

The grade point average is calculated by dividing the total number of quality points earned by the total number of GPA hours/units. Quality points for a course are determined by multiplying the points received for the grade by the number of course units.

The Menlo College grade point average includes only courses attempted at Menlo. Courses completed and grades earned at other institutions are not included in the calculation of the grade point average.

Here is how GPA is calculated:

1. Multiply the number of GPA units/hours by the number of grade points per unit for the grade earned (see "Grade Points"). This will give you the total grade points for each course. For example: The grade of "B" in a three-unit course translates to a total of nine quality points for the course (3 GPA hours x 3 grade points for the "B" = 9).
2. Add up the grade points earned in all courses to determine total quality points.
3. To figure GPA, divide the total quality points by the total number of GPA hours. For example: If you completed 15 GPA hours with a total of 47 quality points, your GPA will be 3.1333 (47 quality points divided by 15 units = 3.1333).

Incomplete Grade (I)

An "incomplete" is given in cases where coursework was not completed prior to the end of the course due to circumstances beyond the student's control. Additionally, the student must be making satisfactory course progress and have completed a majority of the required work. The course instructor and the Office of the Registrar must approve the granting of the "incomplete." An "incomplete" will not be assigned if the student has not completed at least 51% of coursework and is not making satisfactory progress in the course.

Upon approval of a grade of "incomplete," it is the student's responsibility to make arrangements with the course instructor to complete the course requirements (refer to Incomplete Grade Report if available). The date set by the instructor is considered the deadline for completing the course. The maximum time for course completion is one year from the time that the "incomplete" was given. Failure to complete the requirements within the time limit results in a failing grade (F) if a default grade is not provided by the instructor. Students who elect to retake the same course in a subsequent semester will receive a failing grade (F) in the original class and must pay all applicable tuition and fees. Units for courses graded

Grade Points

A+ and A	Excellent	4.0
A-	Excellent	3.7
B+	Above Satisfactory	3.3
B	Above Satisfactory	3.0
B-	Above Satisfactory	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Below Satisfactory	1.3
D	Below Satisfactory	1.0
D-	Below Satisfactory	0.7
F	Failure	No grade points
I	Incomplete[4]	No grade points & not calculated in GPA
K	Non-passing: Proficiency not met[1]	No grade points & not calculated in GPA
CR	Credit[2]	Not calculated in GPA; credit only
NC	No credit[3]	No credit; not calculated in GPA
NG/NR	Not Reported[4]	No Grade/Not Reported; no grade points & not calculated in GPA
W	Withdrawal	No grade points & not calculated in GPA
AU	Audit	No grade points & not calculated in GPA

[1] Assigned when a student has not reached the proficiency level required to pass the course, but has made a considerable effort in it. At the discretion of the instructor, a student may receive a "K" grade in ENG 081, ENG 082, ENG 085, ENG 092, ENG 099, ENG 100, ENG 101 for certification purposes. The units are counted for enrollment purposes during the semester in which they are taken but the units are not counted toward graduation nor are they counted in the student's Grade Point Average (GPA). Courses in which a student receives a "K" grade must be repeated until the student achieves the required proficiency level.

[2] Assigned for courses designated for credit/no credit grades, such as internships. Contact the Office of the Registrar for specific information.

[3] Assigned for courses designated for credit/no credit grades, and for repeated course(s) for which original grade was "C-" or better (see Repeated Courses and Grade Replacements). Contact the Registrar for specific information.

[4] NG/NR/I grade is a temporary grade assigned when grade reporting is delayed.

"incomplete" do not count toward calculating full-time enrollment load for international students in F-1 visa status.

Not Reported Grade (NG/NR)
The NG/NR grade is a temporary grade. In most cases, it is assigned for a short period of time because an instructor is unable to complete grading because of circumstances beyond their control.

Withdrawal (W)
A "W" grade is non-punitive (is not calculated in the GPA) and is assigned upon withdrawal from a course prior to the end of the tenth class week (unless otherwise noted in the annual Academic Calendar). (*Students enrolled in courses that do not run the full duration of a term should refer to the course description concerning course withdrawal.*)

To receive a grade of "W," a Course Withdrawal Request Form on MyMenlo must be submitted to the Office of the Registrar by the end of the tenth week of instruction or as stated in the Academic Calendar.

Students who re-register for classes from which they have previously withdrawn must pay all applicable tuition and fees. Additionally, units for courses graded as "W" do not count toward calculating full-time unit load.

MID-SEMESTER GRADES

Faculty members submit mid-semester grade reports in most graded classes. Students who receive an "unsatisfactory" report, or a grade of "D+" or lower at mid-semester should discuss their academic status with the course instructor to determine how to improve. Unsatisfactory and low grades are reported to the student's academic advisor.

DEFICIENCY REPORT

During the midterm and final grade reporting period, faculty are required to complete a Deficiency Report for any student receiving "D+", "D", "D-", "F", and "K" grades. The Deficiency Reports serves as a notice that a student is enrolled in a course and is not making satisfactory progress. Deficiency Reports must be entered on MyMenlo under Faculty Forms and must provide the student's grade. Additionally, detailed information about the causes of the student's unsatisfactory performance such as attendance, preparation, and participation should be provided. Completed Deficiency Reports will be sent automatically to the Office of the Registrar and copied to the student, faculty, advisors, and athletics (if applicable).

REPEATED COURSES & GRADE REPLACEMENTS

A student may repeat a course taken at Menlo College in which a grade of "D+" or lower was originally received. Earning a higher letter grade in the repeated course, which must be taken at Menlo College, will result in the original grade of "D+" or lower no longer being calculated in the cumulative grade point average; however, it does remain on the transcript. Earned units are counted only once; repeating a course does not result in earning additional units. Repeating a course in which the original grade was "C-" or better results in a "NC" (No Credit) grade for the repeated course. Students who elect to repeat a course in a subsequent semester must pay all applicable tuition and fees. Automatic grade replacements will apply to all courses except PE, Special Topics and Individual Directed Research courses where the topics are different.

CHANGE OF DEGREE, MAJOR, AND/OR MINORS

Students who wish to change their degree objective or major must first meet with their academic advisor. All changes must be requested on MyMenlo.

ACADEMIC INTEGRITY POLICY

Menlo College expects that students will do their own work and that their quizzes, tests, examinations, laboratory work, research papers, essays, projects, internships, and all other assignments honestly reflect their own learning and knowledge in the course. Examples of violations of this policy include: copying from another student during an examination; having another person write a paper on the student's behalf; any form of plagiarism or cheating. Students who are uncertain about whether an assignment is individual or team based, the level of citation required, or any similar issue should ask their professor directly.

Students found in violation of the Academic Integrity Policy are given a failing grade on the assignment. In any one course, repeat offenders will be given a failing grade for that course. In addition, students found in violation of the Academic Integrity Policy during a final examination, final project, or related final evaluation or assignment, will be given a failing grade for the course. Any student who fails a course as a result of violating the Academic Integrity Policy will not be allowed to withdraw from that course. All violations of Academic Integrity Policy will be recorded through the Office of Academic Affairs. Repeat offenders across courses will be subject to disciplinary action as determined by the relevant Academic Dean (see Transcript Notations). Penalties can include suspension, and if the situation warrants, expulsion. A student who is accused of academic dishonesty may appeal the accusation if they feel it is incorrect. The appeal must be submitted in writing to the Office of Academic Affairs

within 5 business days from receiving notice. The appeal will be reviewed and a decision rendered by the Academic Appeals Committee.

ARTIFICIAL INTELLIGENCE LANGUAGE MODELS (E.G., CHATGPT)

Students may only use Artificial intelligence (AI) language models, such as ChatGPT, in accordance with individual instructor policies. Students who use AI tools outside of those course guidelines, e.g., by presenting text generated by ChatGPT as their own, may be charged with violating academic integrity policies.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Menlo College is committed to cultivating a learning environment that is respectful and inclusive of individuals from a diversity of backgrounds, including but not limited to race and ethnicity, gender and gender presentation, sexual orientation, religion, nativity and national origin, military experience, and class. Faculty and students should be respectful of diversity and create an inclusive learning environment.

ACADEMIC RECOGNITION

Dean's List

Students who earn a minimum of 12 semester units and a minimum semester grade point average of 3.75 are placed on the Dean's List. Students with grades of "I" or "NG/NR" within that semester are not eligible for inclusion on the Dean's List if the courses is a graded class. Additionally, non-academic, basic skills, and credit/no credit courses such as internships, varsity sports, and IEP courses are excluded from Dean's List eligibility.

HONOR SOCIETIES

Alpha Chi, California Delta Chapter

Eligibility in the Delta Chapter of Alpha Chi at Menlo College is limited to those students who meet the following criteria:

- Candidate for a baccalaureate degree
- A 3.8 overall grade point average (GPA) on a 4.0 system (the entire record of the student, including courses failed, is considered; if the GPA earned at an institution previously attended is higher than the GPA earned at Menlo, only the grades from Menlo are considered)
- Completion of 75 units, 24 of which must be earned at Menlo College
- Enrollment as a regular student at Menlo College for at least one academic year prior to election into Alpha Chi
- Represent impeccable standards of morality and citizenship

The number of students elected into Alpha Chi, including those previously inducted, may not exceed the top ten percent of both the junior and senior classes.

Beta Gamma Sigma

If a student is enrolled in a program accepted by AACSB International, as a basis for accreditation, then they are eligible for consideration for membership in Beta Gamma Sigma. Candidates must meet these criteria:

- Candidates for baccalaureate degrees whose academic rank is in the upper 10 percent of their class may be inducted subject to the following paragraphs of this section.
- Students who have completed at least the last term of their 2nd year and are ranked among the upper 10 percent of their class may be inducted.
- Students in their final year who were not previously inducted may be inducted at any time during their final year (or its equivalent in coursework) if their academic rank is in the upper 10 percent of their class.
- Transfer students who meet the qualifications for membership may be inducted after they have completed a minimum of one full year of full-time work (or its equivalent in coursework) in the business unit in which the chapter is located, provided their overall record, in the judgment of the collegiate chapter, is of Beta Gamma Sigma caliber.

Psi Chi

Students majoring in Psychology are eligible for consideration for membership into Psi Chi, the international honor society in Psychology. Candidates must meet these criteria:

- Have completed at least 3 semesters or equivalent of full-time college coursework
- Have completed at least 9 semester credit hours or equivalent of psychology courses at Menlo College
- Have earned a cumulative GPA that is in the top 35% of their class (sophomore, junior, or senior) among all Arts & Sciences majors (or have a minimum overall GPA of 3.3)
- Have earned a minimum 3.0 GPA average for psychology courses

ACADEMIC PROGRESS

Satisfactory Academic Progress (good standing) is accomplished by earning a 2.00 minimum cumulative grade point average and earning a minimum of 40 percent of

attempted units each semester. Students admitted under special provisions may be responsible for fulfilling additional progress standards to maintain satisfactory academic progress. If you receive Financial Aid, contact the Office of Financial Aid for additional progress standards that are specifically related to Financial Aid regulations. Unsatisfactory academic progress categories are as follows:

- **Early Academic Notice:** Students who earn a semester grade point average below 2.0 or have a semester course completion rate below 40 percent will be placed on academic notice. This status indicates that the student is at risk of academic notice and may take more than four years to graduate. However, this status will not appear on official transcripts, and students under academic notice will still be considered to be making cumulative satisfactory academic progress.
- **Academic Notice:** Students who earn a cumulative grade point average below 2.0 or a cumulative course completion rate below 40 percent are at risk of academic disqualification if these conditions persist for two consecutive semesters. This policy aims to ensure that students maintain satisfactory academic progress and meet the institution's academic standards.
- **Academic Disqualification (Academic Dismissal):** Academic disqualification occurs under the following conditions: failing to earn a cumulative grade point average above 1.0; having either a semester course completion rate or a cumulative course completion rate below 40 percent for two consecutive semesters or the preceding academic year, whichever comes first; or failing to be removed from academic notice by the close of two consecutive semesters. Additionally, students who are unable to pass ENG 100 with a grade of "C-" or higher in two attempts (consecutive semesters) are subject to academic disqualification.

Students eligible for Academic Disqualification are reviewed by the Academic Appeals Committee for final status. Academic disqualification means that a student no longer has a relationship with Menlo College. Students who are academically disqualified are not permitted to re-enroll for the next semester and are denied all privileges of student status. Academically disqualified students may petition the relevant Academic Dean for reinstatement. Students who were disqualified for a second time (consecutive semesters) are not allowed to petition for reinstatement. (*See the sections on "Academic Petitions" and "Readmission Application Procedures" for additional information.*)

ATTENDANCE AND PARTICIPATION POLICY

(Refer to the current Academic Calendar for additional information.)

Menlo College upholds the importance of class attendance and active participation in all courses. Students are expected to:

- Attend all classes and participate fully, including during examination periods.
- Plan personal activities, such as medical and dental appointments, travel, jobs, and other commitments, to avoid conflicts with regular class attendance.

Excused Absences

While absences may be excused due to illness, emergency, or required participation in official college business, it's important to remember that students are still responsible for completing all courses, laboratory, research, or internship requirements.

Consequences of Non-Attendance

Students who fail to attend classes regularly or do not fully participate should be aware that this could lead to a lowering of their course grades and a higher risk of academic failure. Specific details include:

- Students absent from the first two class meetings may be administratively withdrawn from the class upon the instructor's recommendation.
- Absence from the final examination will likely result in a failing grade for the course.

Internship, individual-directed research, and practicum students who do not regularly attend work or scheduled meetings or fulfill other course or internship requirements will be subject to administrative withdrawal. For additional information on student-athletes, please refer to the section on "Intercollegiate Athletics.".

ACADEMIC PETITIONS AND UNDERGRADUATE ACADEMIC APPEALS COMMITTEE

Committee Responsibilities

The Undergraduate Academic Appeal Committee adjudicates student petitions for exceptions to Menlo College policies. The Committee reviews and makes decisions regarding the following types of appeals:

- **Disqualification and reinstatement:** Students eligible for Academic Disqualification are reviewed by the Academic Appeals Committee for final status. Students who have been disqualified from the College and wish to be reinstated can submit petitions to the VP for Academic Affairs, who will consult with the Committee.
- **Appeals of Incomplete Course:** Students seeking to make up an incomplete course beyond the specified time limit can submit a request to the Committee for review.

- **Appeal of assigned grade:** Students who believe their grade is incorrect or unjust can submit a request to the Committee for review.
- **Waiver or appeal of graduation requirements:** Students seeking to waive or appeal a graduation requirement, including internship requirements, can submit a request to the Committee for review.
- **Relevant College Policy Reviews:** The Undergraduate Academic Appeals Committee is also responsible for identifying issues or concerns related to College policies specific to academic affairs and bringing them to the attention of the Vice President for Academic Affairs.

Certain types of petitions or requests fall outside the jurisdiction of the Undergraduate Academic Appeals Committee. These include:

- **Requests to add and/or drop courses or change sections after the deadline:** The Office of the Registrar handles such requests.
- **Substitutions/waivers of major requirements:** Students seeking substitutions or waivers for major requirements should submit a request to the Office of the Registrar, who will consult with full-time faculty in the relevant discipline, as available.
- **Exceptions to graduation filing deadlines:** The Office of the Registrar is responsible for handling exceptions to graduation filing deadlines.
- **Student grievances:** Student grievances should be addressed to the Dean of Student Affairs.
- **Converting non-credit units to credit-bearing courses:** Requests to convert non-credit units to credit-bearing courses will not be accepted. Students must follow the appropriate channels to address their specific requests or concerns to ensure a timely and efficient resolution.

ACADEMIC APPEALS INFORMATION FOR UNDERGRADUATE STUDENTS

To submit an appeal, a student must follow these steps:

- Discuss your appeal request with your academic advisor in person or via email at advising@menlo.edu.
- Download, complete, and submit the academic appeal form (found by logging into your Menlo College student account) with any appropriate attachments to the Office of the Registrar at registrar@menlo.edu.
- Consult the Menlo College website or contact the Office of the Registrar (registrar@menlo.edu) for the most accurate and up-to-date information regarding academic appeals.

OPERATIONS OF THE COMMITTEE

Membership: Membership shall be three full-time ranked faculty (i.e., Assistant, Associate, or Full Professors); the majority of the faculty members must be Business faculty, and at least one must be Arts & Science faculty; all members are elected for two-year terms by the Faculty Senate.
Election of Committee Chair: At the beginning of each fall semester, the Committee elects a chair from among its voting members. The chair presides over Committee meetings and communicates with the registrar on behalf of the Committee.
Registrar: The Registrar functions as secretary to the Committee during Academic Status Meetings and is responsible for keeping the minutes.
Meeting Participants: The Registrar, Vice President for Academic Affairs, Dean of Student Affairs, Director of Academic Advising, Athletics Director, and the Executive Director of Internships and Career Services may be invited to serve in an advisory capacity to the Committee.
Meeting frequency: The Committee should normally meet twice per semester throughout the academic year.
Time-sensitive matters/ad hoc meetings: The Committee frequently handles time-sensitive issues, and thus, the Committee's meeting schedule is not limited to regular College semesters.
Referral to policies and regulations: When considering academic appeals, the committee must adhere to applicable Menlo College policies and regulations.

GRADE PETITIONS

A student who believes that they have been incorrectly or unfairly graded should first contact the instructor for an explanation of the grade.
1. If the student has been unable to resolve the matter with the instructor or has been unable to contact the instructor to receive a response after a good faith effort, the student may appeal the grade in dispute to the Academic Appeals Committee.
2. This appeal must be made no later than thirty days into the semester following the semester in which the disputed grade was issued.
3. The student must provide the Academic Appeals Committee any class materials, such as graded work and the class syllabus, pertaining to the grade in question.
4. If there is clear evidence of 1) a computational or clerical error or 2) arbitrary grading or failure to follow professional standards on the part of the instructor, then the Committee has the following possible options for its decision:

a) Contact the instructor to make a corrective change to the letter grade because of a computational or clerical error

b) Change the grade to Credit or No Credit
c) Issue a retroactive Withdrawal ("W") for the course.
The decision of the Committee is final except in those rare cases when new information is available and will be reviewed by the relevant Academic Dean.

Please see "Academic Petitions" for additional information.

LEAVE OF ABSENCE

Students in good academic standing who have circumstances that require them to be absent from Menlo College for up to one academic year or two (2) consecutive semesters may file for a Leave of Absence with the Office of the Registrar. Please note the following:

- A student in good academic standing as evidenced by a 2.00 cumulative grade point average may petition for a Leave of Absence for a maximum of one academic year or two (2) consecutive semesters.
- A Leave of Absence may be requested during or at the close of a semester.
- The student's academic standing at the close of the previous semester will be used in the decision for leave requests made during a semester.
- Students are required to reapply for admissions status through the Application for Re-Admission from Leave.
- Menlo College is not obligated to offer the same courses and curriculum that were required when the student was originally admitted to the College.

Students must complete the Leave of Absence/Withdrawal form. Clearance is required with the following offices:

- Student Affairs
- Business Office
- Academic Advising
- Office of Financial Aid
- International Student Services (for international students only)

VOLUNTARY WITHDRAWAL

A student who voluntarily withdraws from Menlo College during or at the end of the semester must advise the Office of the Registrar in writing by completing the official withdrawal form. The date the written notice is received is the date that will be annotated in the student's academic record and the date used to calculate tuition and resident refunds, if any. (*See the section on "Tuition Refund Policy" for further information.*)

Students must complete the Leave of Absence/Withdrawal form. Clearance is required with the following offices:

- Student Affairs
- Business Office
- Academic Advising
- Office of Financial Aid
- International Student Services (for international students only)

ADMINISTRATIVE & INVOLUNTARY WITHDRAWAL

A student may be administratively withdrawn during or at the end of the semester for financial indebtedness to the College according to established policies. A student may be involuntarily withdrawn (suspended or expelled) during or at the end of the semester for academic integrity violations or health and safety and/or disciplinary reasons according to the established procedures.

TRANSCRIPT NOTATIONS

- **Suspension:** Menlo College transcripts include a notation that displays the dates of any suspension(s). Once the terms of the suspension have been met, any suspension-related notes are automatically removed from the transcript, unless a condition requires confirmation that the suspension has been lifted. Department issuing suspension or type of suspension (judicial or academic) will not be notated on transcript. Students are eligible to pre-register for classes unless instructed otherwise.

- **Expulsion:** Menlo College transcripts include a notation that displays the dates of any suspension (see Suspension for details). If the student is expelled, the notation is permanently on the transcript unless cancelled by the Dean or VP issuing expulsion. Students are not allowed to register unless the expulsion is cancelled. For Academic Disqualification, see Academic Disqualification (Academic Dismissal).

(*See the section on "Student Conduct" or contact the Office of Student Affairs for further information.*)

RECORDS & REGISTRATION

Continuing Students

Registration for continuing students takes place after the schedule of classes for the next semester is published, about mid-semester. Registration dates are published in the Academic Calendar. Student expected class level (which is determined by the number of credits earned and currently enrolled) determines registration priority (see "Class Level" for unit levels). Students are encouraged to register early in the regular registration period to maximize the chance of obtaining the courses desired. Continuing students who register during the late registration period are assessed a $75 late fee.

Registration Policies

All students are required to register for classes using MyMenlo. Students who have not provided all official transcripts will need to contact the Office of the Registrar. Before registering, first-year students must see their academic advisor to create a schedule and obtain registration clearance. Registration is complete only when all fees and charges are paid and the student has no encumbrances on the student account. Students are required to have clearance from Student Accounts prior to registering on MyMenlo or making registration changes. A student's registration may be cancelled if tuition and fees are not received by the due date; students will be required to re-register.

Adding and Dropping Classes

Students can add a class no later than the first week of instruction or as noted on the Academic Calendar. Students add courses on MyMenlo. If the course is full or a prerequisite has not been met (students are expected to meet all prerequisites and Dean approval is required to add a course when missing a prerequisite), the Dean or Office of the Registrar can authorize the add on MyMenlo. The student is responsible for adding the class on MyMenlo after the authorization is entered. Late start courses may be added on MyMenlo until before the course begins. For additional information on add/drop deadlines for courses that do not run for the entire duration of the term, see course description on MyMenlo. **NOTE:** *Only the student may add a course. Neither an instructor nor an academic advisor (exception new students) can add a student to a course (exception when Academic Affairs enrolls students from the wait list and faculty provide attendance on the two-week report).*

To drop a class, students must drop on MyMenlo by selecting Add/Drop Courses and they will drop directly from their course schedule. Drops must be completed by the end of the fourth week of instruction or as noted on the Academic Calendar. A dropped course does not appear on a student's transcript. Students will be unable to drop courses on MyMenlo after the last day to drop without a "W" deadline. **NOTE:** *Only a student may drop a course. Neither an instructor nor an academic advisor can drop a student from a course (exception two-week report).*

After the fourth week of instruction, students may drop classes, but doing so is considered a withdrawal. Students must complete a Course Withdrawal Request Form on MyMenlo. The form will only be open until the last day to withdraw. The last day to withdraw from a class is the tenth Friday of the semester or as noted in the Academic Calendar. A class that has been withdrawn from is notated by a "W" grade on the student's transcript. A "W" grade is non-punitive (is not calculated in the GPA). Additionally, units for courses graded as "W" do not count toward calculating full-time enrollment status. **NOTE:** *Only a student may voluntarily withdraw from a course. Generally, neither an instructor nor an advisor can withdraw a student from a course. However, a faculty member in consultation with the relevant Academic Dean may administratively withdraw a student from a specific class during the semester for the following reasons: (1) lack of prerequisite courses, (2) excessive and/or unexcused absences in violation of the attendance policy as stated in the course syllabus, or (3) disciplinary problems.*

CLASS LEVEL

Determined by the total number of semester units transferred to and earned at Menlo College.

Class Level	Earned Unit Range
First-year	0.0 - 25.9 units
Sophomore	26.0 - 55.9 units
Junior	56.0 - 89.9 units
Senior	90.0+ units

Student Records

Menlo College policies governing the safekeeping and confidentiality of all student records are consistent with the Family Educational Rights and Privacy Act (as amended in 1974), commonly known as the Buckley Amendment or the FERPA law. A student's permanent record consists of a Menlo College academic transcript. Student files also include pertinent academic and personal information. Without the written permission of the student, these records are not disclosed to anyone except the student; to employees of the College who by virtue of their position have a legitimate educational interest in the record; or in a case of an emergency, when the release of information is judged necessary to protect the health and safety of the student or other parties. Written consent is not required to release information to government officials who are granted access designated by FERPA.

If a student wishes for Menlo College to release information from their student record, a FERPA/Student Information Authorization (release form) must be completed and submitted to the Office of the Registrar. The student may revoke or change their FERPA/Student Information Authorization (release form) at any time by going to the Office of the Registrar and completing a new form.

Below are additional rights FERPA affords students with respect to their education records:

- Students have the right to inspect and review their

education records, maintained by the school, within 45 days of the day the College receives the written request for access.
- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record, setting forth their view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Directory Information

Consistent with FERPA, Menlo College may designate certain information as public or directory. See FERPA/ Student Information Authorization (release form) in the Office of the Registrar. This includes information posted on our website. If a student does not want directory information released, they must request to Withhold Directory Information. Although the form should be submitted annually, students are encouraged to submit a new form each semester. Academic status, and judicial information regarding a student will not be released without the student's consent or without prior notification to the student.

The following information is designated as "directory information" and normally will be released by the campus without the consent of the student: name, current local and permanent telephone number, email address, date (MM/DD) of birth, major, number of units currently enrolled in, class level, dates of attendance, degree/honors awarded, most recent school attended, athletic information including height and weight, and participation in officially recognized organizations.

Students have the right to restrict the disclosure of this information. A form to restrict disclosure of any or all of this information may be submitted at the Office of the Registrar. A student requesting such restrictions should be aware, however, of the implications of such a request.

One exception, which permits disclosure without consent, is disclosure to campus officials with legitimate educational interests. A campus official is a person employed by the College in an administrative, supervisory, academic or research or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, Menlo College may disclose education records without consent to officials of another school in which a student intends to enroll.

Additional information regarding the rights afforded by FERPA is available in the Office of the Registrar.

Restricted Documents

Certain documents that are used by Menlo College are not placed in the student's file and are not available for use by the student. These include confidential financial reports submitted by parents, legal guardians, and/or trusts. Additionally, personal recommendations are not accessible to anyone, including the student, as these recommendations are kept in a confidential file by the individual writing the recommendation.

Retention of Records

Menlo College transcript records are retained permanently. Others student records, including transcripts from other institutions, are retained for five years after the date a student leaves Menlo College for any reason.

Enrollment Certification

- **General Certification** Requests for enrollment certification are processed by the National Student Clearinghouse (NSC), see menlo.edu/academics/registrar/. Certifications that bear the College Seal are mailed by the Office of the Registrar to the receiving party. The NSC provides instant enrollment certificates with a fee. Degree verifications can also be requested through the National Student Clearinghouse. The Office of the Registrar may also provide certifications by the student's written request. There are applicable fees for enrollment certifications.

FedEx/Expedited Delivery Services

Domestic Next Business Day	$50 surcharge
Overnight Sat. Delivery	$50 surcharge
International (2-5 business days)	$90 surcharge

- **Veterans Benefits Certification** Eligible veterans and dependent certifications are completed each term unless requested otherwise by the eligible student and will be processed 60 days prior to the start of the semester providing the student is registered. Recipients of veterans' benefits must make satisfactory academic progress towards graduation and courses that are degree-applicable will be certified. For full-time enrollment, all courses must run the full duration of the term for VA purposes. Please contact veteranaffairs@menlo.edu for more information.

ACADEMIC TRANSCRIPTS

By submitting a written request to the Office of the Registrar, students may order an official transcript of their Menlo College academic record. Students must also submit the appropriate fee for the level of service requested. All requests will be processed within five business days unless requested rush processing or expedited delivery services are requested.

Transcript requests can be made through the National Student Clearinghouse (NSC) with applicable NSC fees, see menlo.edu/academics/registrar/ or MyMenlo and if requested, will deliver official transcripts securely and electronically. Requests can also be made at the Office of the Registrar or upon the student's written request with the following information:

- Full name while attending Menlo College
- Last four digits of Social Security Number
- Date of birth
- Current contact information (address, home and mobile phone, email address)
- Quantity of transcripts requested
- Send to information (name of individual or organization, full address, or hold for pickup)
- Additional services requested (see expected delivery services)
- Method of payment (check, money order, or Visa/Mastercard number with expiration date)
- Sign and date

Transcript Fees

Hard copy official transcripts are $10 ($8 for each additional transcript going to the same destination, $10 for each transcript going to a different destination). Unofficial transcript—Enrolled Menlo students can view and print unofficial transcripts free of charge on MyMenlo. Single destination electronic orders are $10. In addition, the National Student Clearinghouse charges an additional fee for online orders.

FedEx/Expedited Delivery Services

Domestic Next Business Day	$50 surcharge
International (2-5 business days)	$90 surcharge
Rush 24-hr. processing	$30 surcharge





Curriculum

BACCALAUREATE PROGRAMS

Menlo College is committed to business education with a solid foundation in the liberal arts. The College recognizes the significant role that knowledge of the global human experience will have in the success of managers, today and in the future. With this in mind, the Menlo College curriculum has been rooted in the fundamentals of human thought, values, traditions, and aspirations to which is added a unique measure of business management and financial skills education.

The General Education requirements provide solid grounding in a variety of skills and disciplines. Menlo College students graduate with proficiency in the following areas:

- Critical Thinking
- Written and Oral Communication
- Quantitative Reasoning
- Information Literacy
- Awareness of Equity and Justice Issues

Menlo College graduates will be managers and leaders with an understanding of the demands and challenges that must be faced today and in the future. They will be taught to operate successfully in an environment of change and uncertainty. These graduates will possess the flexibility and adaptability that will be required by the ever-changing business and personal world. The Menlo mission embraces the concept that its graduates will eventually succeed in the endeavors they choose to undertake, and will understand the responsibility and accountability that modern management demands. Therefore, the curriculum reflects this commitment to educating students for leadership and management within this framework of human values and ethics.

GENERAL EDUCATION REQUIREMENTS

The General Education requirements are the vital first step in meeting the goal of providing a unique blend of business and liberal arts education. The courses students take to fulfill these requirements are designed to introduce them to a variety of subjects and disciplines as well as to assure that Menlo graduates possess strong writing, quantitative, and analytical skills. (*See the section on "Course Descriptions" for additional information.*)

NOTE: *A single course will not satisfy more than one of the Skills or Foundation requirements for the General Education requirements.*

OVERVIEW: General Ed. Requirements

Skills Requirement	11-15 UNITS
Foundation Requirement	22 UNITS
TOTAL:	33-37 UNITS

General Education areas listed above are required for all degree programs.

SKILLS REQUIREMENT:

- **Writing and Critical Thinking** (6 UNITS)

Students are required to enroll in these courses sequentially beginning their first semester of study until this requirement is satisfied.

ENG 101 English Composition 1 (3 UNITS)
ENG 102 English Composition 2 (3 UNITS)

- **Research Writing Requirement** (3 UNITS)

Business Students only

ENG 450 Research Writing (3 UNITS) *Open to Business and Interdisciplinary Studies majors. Junior/Senior students only. (Must be taken at Menlo College.)*

- **Quantitative Skills** (3 UNITS)

Students are required to enroll in mathematics during

their first semester of study at Menlo College and continue enrollment until the quantitative skills requirement is satisfied.
MTH 110 Finite Mathematics (3 UNITS) *or a higher-level mathematics course.*

- **Library Research Skills** (0 UNITS)
Students are required to complete the Library Research Skills tutorial (**STS 092**) by the end of the first year of enrollment.

- **Microcomputer Software Literacy** (0-1 UNITS)
Students are required to pass the Microcomputer Software Literacy Examination. Students who do not pass the examination, or who prefer to take a course, may take **STS 101**: Microcomputer Software Literacy (1 UNIT) to prepare for the examination offered at the end of the course.

- **Transition to College** (2 UNITS)
This course must be taken by first-year students during the fall semester of their first year of enrollment.
MLO 101 Transition to College

FOUNDATION REQUIREMENT:

- **Humanities** (9 UNITS)
Students are required to complete nine units in the Humanities. Eligible courses include any ART, HIS, HUM, LIT, or PHI courses, as well as any foreign language course. **NOTE:** *At least one course taken to fulfill this or the Social Science requirement must be an Equity and Justice Studies course.*

- **Natural Science** (4 UNITS)
All students are required to complete one natural science course with a lab. **NOTE:** Psychology majors are required to take **BIO 101/102** Human Biology and Lab (4 UNITS)

- **Social Science** (9 UNITS)
Students are required to complete nine units in the Social Sciences. Eligible courses include any ECO, MCM, POL, PSY, or SSC classes. **NOTE:** *At least one course taken to fulfill this or the Humanities requirement must be an Equity and Justice Studies course.*







School of Arts and Sciences

Welcome to Menlo College!

Arts & Sciences offerings at Menlo College are at the core of all of our degrees. The general education courses required for all students will help you reach your potential with academic skills like verbal and written communication, critical thinking, quantitative reasoning, and information literacy. They will also expand your horizons, expose you to new ideas, new ways of looking at the world, and new ways of thinking about how you can grow as a person.

Some of you will also choose to major and/or minor in Arts & Sciences disciplines. Majoring in Psychology will give you a better understanding of human behavior and mental processes and prepare you for a wide variety of careers in human resources, marketing, education, business, and healthcare. A Psychology degree can also prepare you for graduate work towards becoming a counselor, therapist, or psychologist—options that are available right here at Menlo College, in our new Master of Arts in Sport and Performance Psychology Program. We also offer a Bachelor of Arts in Interdisciplinary Studies for undergraduates who want to design their own major.

Arts & Sciences also offers three minors, in Equity and Justice Studies, in Political Science, and Psychology. Adding these minors prepares students for lives in our modern world, equips them with a better understanding of people and culture, and how to be informed and active participants in civil society.

I encourage you make course choices that challenge how you see yourself and your place in the world and that expose you to new ideas and new perspectives. Doing so will enhance your college experience and better prepare you for life after college.

Dr. Melissa R. Michelson
Dean of Arts & Sciences

SCHOOL OF ARTS & SCIENCES

Bachelor of Arts in Interdisciplinary Studies

Students seeking to create an individualized major may work with a faculty advisor to design a unique major toward a **Bachelor of Arts in Interdisciplinary Studies (IS)**. This option is designed for students seeking to combine coursework from different disciplines to create an option not otherwise offered at Menlo College. The IS major must include at least 36 units, including at least 24 units from upperdivision courses. Those upper division courses must include courses from three different academic disciplines, at least two of which are Arts & Sciences disciplines. The interdisciplinary studies major is not a path through which students can choose to major in single disciplines in which degrees are not offered at Menlo. The list of courses should constitute a cohesive program of study, not just a random collection of classes. Students may choose to substitute an internship for 6 of the required units, as appropriate to the individualized major.

As part of the major, students must complete an IDR capstone course with their advisor. **The capstone course must generate a significant research paper, or students can instead complete ENG 450.** Students seeking this major should identify a faculty advisor with whom they will generate the list of courses for completing the Interdisciplinary Studies major, to be submitted to the Dean of Arts & Sciences. In addition, students must submit a written reflective statement that includes a) a description of the proposed major; b) academic, professional, and personal objectives; and, c) an explanation of how the major will help them meet their academic, professional, and personal objectives.

After submission, the Dean of Arts & Sciences will create an ad hoc committee of faculty from disciplines represented in the proposal. That committee will submit a recommendation to the Dean, who will make a final decision on the quality of the learning outcomes and if the proposed major meets the Bachelor of Arts degree and residency requirements. Students pursuing an IS major must also complete the General Education Curriculum as well as MCM 257 Public Speaking and an associated one-unit MCM lab course, and a total of 120 credits, to qualify for graduation.

Bachelor of Arts in Psychology

The Psychology Major develops student interest in and understanding of scientific approaches to the description and explanation of human thought, emotion, and behavior. At various times, psychology has been considered the study of the human soul, the study of the human mind, and the study of human behavior. Its early history is in the field of philosophy; more recently it has been considered to be a social science. Some people study psychology empirically; others consider psychology to be an art. The Psychology major at Menlo College emphasizes the traditional liberal arts psychology courses, yet includes topical courses that explore the most current psychological issues. Core courses within the Psychology major address the psychological issues that are relevant to the study of the individual and the breath of the human experience.

Program Learning Outcomes

Students are expected to demonstrate proficiency in following areas:

- Knowledge Base in Psychology
- Scientific Inquiry & Critical Thinking
- Ethical & Social Responsibility in a Diverse World
- Communication
- Professional Development

OVERVIEW: Bachelor of Arts in Psychology

General Education	33 UNITS
Core Requirements	23 UNITS
Psychology Major	24 UNITS
Open Electives	40 UNITS
TOTAL:	120 UNITS

CORE REQUIREMENTS:

The following courses are required (23 UNITS)**:**

PSY 101	Introduction to Psychology
PSY 103	Professional Development in Psychology (1 UNIT)
PHI 160	Logic and Critical Thinking
PSY 201	Research Methods in Psychology
MTH 251	Statistics
MCM 257	Public Speaking (4 UNITS)
PSY 400	Empirical Research Methods and Evaluation
PSY 401	Senior Thesis

PSYCHOLOGY MAJOR* (24 UNITS)
Eight courses overall, including at least one course in each of the five subfields. Psychology majors may complete an internship for up to six units of elective units. Interested students should contact the Dean of Arts & Sciences.

Developmental Psychology
PSY 305 Psychology of Human Development

Biological Psychology
PSY 411 Biopsychology

Cognitive Psychology
PSY 303 Psychology of Learning and Cognition
PSY 304 Psychology of Human Motivation and Emotion

Clinical Psychology
PSY 311 Personality Theory
PSY 313 Introduction to Disability Studies
PSY 412 Psychological Disorders
PSY 415 Communication & Counseling Skills

Sociocultural Psychology
PSY 300 Psychology Applied to Daily Life
PSY 306 Psychology of Human Sexuality
PSY 309 Social Psychology
PSY 310 Close Relationships
PSY 312 Sports Psychology (*crosslist* **SMG 312**)
PSY 314 Psychology of Women in Organizations
PSY 316 Industrial and Organizational Psychology
PSY 317 Queer Identities in the Psychological Context
PSY 383 Cultural Issues in Psychology

PSYCHOLOGY MAJOR
PROGRAM LEARNING OUTCOMES (PLO):
Students are expected to demonstrate the following proficiencies. These proficiencies are in line with and quote the American Psychological Association guidelines for the Undergraduate Psychology Major 3.0.

1. Content Knowledge and Applications: Students will "demonstrate comprehension of the majorconcepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discusshow psychological principles apply to behavior and mental processes" (APA, 2023, p.7).

2. Scientific Inquiry and Critical Thinking: Students will develop skills "of scientific reasoning andinvestigation, including developing proficiencies in research methods and statistics [...] basic skills andconcepts in interpreting behavior using research, studying research, and applying research designprinciples to draw appropriate conclusions about behavior" (APA, 2023, p. 10).

3. Values in Psychological Science: Students will develop "ethical and socially responsible values and behaviors in personal, professional, organizational, and institutional settings" including "ethicalreasoning and practices, interpersonal and intercultural responsiveness, and strategies that promote andsustain strong communities and equitable opportunities" (APA, 2023, p. 13).

4. Communication, Psychological Literacy and Technology Skills: Students will "build andmaintain effective communication skills in processing and expressing information" (APA, 2023, p. 16).

5. Personal and Professional Development: Students will develop "abilities that sharpen students'readiness for the workplace whether the student's future involves graduate school or a job following the associate or baccalaureate degree" (APA, 2023, p. 19).

School of Arts & Sciences Minors

EQUITY & JUSTICE STUDIES MINOR (12 UNITS)
The Menlo College EJS minor includes courses in economics, history, humanities, political science, psychology, and social sciences. It is designed for students with an interest in social justice who seek a deeper understanding of the role of systemic inequities, social movements, revolutions, and uprisings in the United States and globally. The study of disenfranchised groups will allow students to view their studies through a lens that critically explores the role of privilege, oppression, and dominant ideology no matter the personal, academic, or professional path they choose.

The minor in Equity, & Justice Studies requires 12 semester credit hours. The minor offers an interdisciplinary approach intended to foster students' development and/or reclaiming of dignity, agency, and allied behavior. A focus on EJS prepares students to work to shape a more humane global world for all. Students will explore issues related to the social construction and intersectionality of race, ethnicity, gender, religion, age, sexual orientation, and ability.

Students who wish to declare a minor in EJS may do so as early as their sophomore year as long as they are in good academic standing. A minimum GPA of 2.0 is required. There are two tiers from which students will select courses to complete their EJS minor.

The first tier provides a collection of coursework from which one required course must be selected; the second tier allows students to select three courses of interest to them. The aforementioned courses may not be used to fulfill GE course requirements or core Psychology courses.

For example, students majoring in Psychology must take into account that their electives may not be double-counted for the EJS minor as well.

TIER ONE **The following course is required:** (3 UNITS)

HUM 307 Diversity, Equity, Inclusion & Belonging in the Workplace

TIER TWO **Choose three of the following courses:** (9 UNITS)

ECO 301 International Economics
HIS 301 African American History
HIS 302 Modern Asian History
HUM 305 Sex and Culture
HUM 330 Human Rights in a Global Perspective
LIT 305 Literature of Migration
LIT 307 Asian American Literature
MCM 308 Cultural Expression in the Media
MGT 325 Women in Business
PSY 313 Introduction to Disability Studies
PSY 314 Psychology of Women in Organization
PSY 306 Psychology of Human Sexuality
PSY 317 Queer Identities in the Psychological Context
PSY 383 Cultural Issues in Psychology
SSC 350 Global Studies
POL 351 Latinx Politics
POL 353 Race & Racism
POL 370 Constitutional Law

POLITCAL SCIENCE MINOR (12 UNITS)

The Menlo College Political Science minor is designed for students with an interest in political institutions, the processes by which political decisions are made and the values, interests, and other influences that inform those decisions. It is designed for students with an interest in politics and government who seek a deeper understanding of how an individual can participate meaningfully in politics, and a deeper understanding of contemporary political issues, including national, state, and local problems, and their historical contexts. Students who minor in political science will gain a sense of political agency, will develop their critical thinking skills, and will be able to write and speak cogently about governmental structures, processes, and policies. They will learn how to think critically about complex problems, and about how they can be involved in moving toward solutions to those problems. They will learn about the legal structure of state and national laws and the jurisprudence that guides lawmakers and public policy. Minoring in political science helps prepare students for a variety of careers (e.g., with government agencies, nonprofits, community organizations, lobbying firms, or as political communication or policy analysts) or careers in public service and elected office.

Students who wish to declare a minor in political science may do so as early as their sophomore year as long as they are in good academic standing. A minimum GPA of 2.0 is required. Students must complete two required courses (Tier One) and an additional two political science electives (Tier Two). Courses used to fulfill the minor may not be used to fulfill GE course requirements or toward an EJS minor. Students can also use independent directed research (IDR) courses to satisfy the requirements for the minor. All classes to fulfill the minor must be completed at Menlo College.

TIER ONE **The following courses are required:** (3 UNITS)

POL 305 Civil Liberties
POL 150 Introduction to U.S. Politics
or
POL 360 California Politics

TIER TWO **Choose two courses from the following:** (6 UNITS)

POL 305 Civil Liberties
POL 350 Campaigns and Elections
POL 351 Latinx Politics
POL 352 Political Marketing
POL 353 Race & Racism
POL 360 California Politics (if not taken as a Tier One requirement)
POL 370 Constitutional Law

PSYCHOLOGY MINOR (12 UNITS)

The Psychology minor encourages students to view human thoughts, feelings and behavior from both interpersonal and intrapersonal perspectives, examining their own experiences in light of relationships with others. The Psychology minor curriculum allows students to select from core electives in psychology to individualize their exploration of human behavior in many social and organizational contexts.

PATHWAY #1: For students using PSY 101 to satisfy the Social Sciences GE requirement

Step 1: Complete PSY 101

Step 2: Complete at least 1 course from 4 of the 5 areas (see table below for specific courses)
1. Developmental
2. Biological
3. Cognitive
4. Clinical
5. Sociocultural

PATHWAY #2: For students who are NOT using PSY 101 to satisfy the Social Sciences GE requirement

Step 1: Complete PSY 101

Step 2: Complete at least 1 course from 3 of the 5 areas (see table below for specific courses)

AREA COURSES

DEVELOPMENTAL

PSY 305 Human Development across the Lifespan

BIOLOGICAL

PSY 411 Biopsychology

COGNITIVE

PSY 303 Psychology of Learning and Cognition
PSY 304 Human Motivation

CLINICAL

PSY 311 Personality Theory
PSY 313 Introduction to Disability Studies
PSY 412 Psychological Disorders
PSY 415 Communication and Counseling Skills

SOCIOCULTURAL

PSY 300 Psychology Applied to Daily Life: Life Beyond my Athletic Identity
PSY 306 Psychology of Human Sexuality
PSY 309 Social Psychology
PSY 310 Close Relationships
PSY 312 Sport Psychology
PSY 314 Psychology of Women in Organizations
PSY 316 Industrial and Organizational Psychology
PSY 317 Queer Identities in the Psychology Context
PSY 383 Cultural Issues in Psychology





School of Arts & Sciences Course Descriptions

Please note the following:

- Courses are three (3) units unless otherwise noted.
- Prerequisites for a course, if any, are listed following the course title.

Course Numbers:

- Courses numbered 100-199 are first-year level and lower division.
- Courses numbered 200-299 are sophomore level and lower division.
- Courses numbered 300-499 are upper division (junior and senior level). These courses usually have prerequisites.

  NOTE: *First-year students should not register for upper division courses. Courses numbered 01 and 099 are developmental. These courses are not for credit, but they do count toward full-time enrollment. 298 or 498 courses are Individual Directed Research (IDR). Prior to Fall 2023, 498 courses may be lower-division or upper-division, see IDR.*
- Internships are required for students in business. (See "Internships" for more information.)
- Individual Directed Research (IDR) is available in several different fields and levels. See course description for more information.

Art (ART)

ART 121 INTRODUCTION TO PAINTING AND COLLAGE

This is a studio art course providing an introduction to painting and collage. Students will learn basic techniques. No prior painting or art experience is required.

ART 123 BEGINNING DRAWING

This is a studio art course providing an introduction to drawing. Students will learn basic drawing techniques. No prior drawing or art experience is required.

ART 125 INTRODUCTION TO DESIGN

Introduction to Design is a studio/computer art course providing an introduction to design and digital imaging. Students will learn basic techniques. No prior computer or art experience is required.

ART 200 ART AND AESTHETICS: A FASCINATION WITH THE WORLD

This is a 200 level course. This course is an elective and is designed to explore the profound impact of art and aesthetics on individual well-being by providing a comprehensive understanding of the therapeutic and enriching qualities of artistic expression. Participants will delve into various forms of art, poetry, music, dance, philosophy, and psychology, and learn to appreciate aesthetic principles, and discover how these elements contribute to a balanced and fulfilling life, build healthier communities and foster sustainability for the planet.

ART 310 PICASSO: ARTIST OF THE CENTURY

Prerequisite: ENG 102 "C-" or better

Pablo Picasso is generally considered the most important painter of the 20th Century, and this class examines all of Picasso's periods and styles of artistic output across some 80 years of his creative activity in painting, sculpture, and printmaking. Additionally, major concurrent social, cultural, and artistic events are placed into an integrated context with Picasso's extraordinary achievement, which is frequently considered the defining artistic force for a good part of the century.

ART S SPECIAL TOPICS IN ART HISTORY (1-3 UNITS)
Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

ART 160 S SURREALISM SURREALISM THEN & NOW

ART 298/ART 498 ART HISTORY (1-3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

Biology (BIO)

BIO 101 HUMAN BIOLOGY (4 UNITS)
This course is an inquiry into the form and function of the human organism from molecules to organ systems and human anatomy. Students will study the atoms and different molecules (nucleic acids, proteins, polysaccharides and fats) making up our cells, cellular components and cellular respiration, cell division and organ systems, including the central nervous system, digestive system and respiratory and cardiovascular system. Recent scientific and medical advances in cancer and genealogy are investigated. Required laboratories will correspond with lecture material and may also include exercises in blood pressure, cardiovascular system, and respirometry.

BIO 102 HUMAN BIOLOGY LAB (0 UNITS)
Laboratory exercises to accompany Human Biology. Concurrent enrollment with BIO 101.

BIO 298/BIO 498 BIOLOGY (1-3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

BIO S SPECIAL TOPICS IN BIOLOGY (1-3 UNITS)
Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

BIO 110S Human Nutrition
BIO 111S Human Nutrition Lab

Chinese (CHI)

CHI 101 INTRODUCTORY CHINESE 1
This course studies communicating in modern Chinese: conversation, grammar, reading, and elementary composition. Multiple skills approach: listening, written composition, comprehension, oral expression, and introduction to reading.

CHI 102 INTRODUCTORY CHINESE 2
Prerequisite: Placement exam or CHI 101 with a "C-" or better

This course is a continuation of Chinese 101: further study of basic grammar, expanding vocabulary and knowledge of Chinese culture for conversational proficiency, writing, and reading in modern Chinese.

Economics (ECO)

ECO 200 MACROECONOMICS AND THE GLOBAL ECONOMY
Prerequisites: MTH 110 "C-" or better; or concurrent enrollment in MTH 110; ENG 102 "C-" or better or concurrent enrollment in ENG 102

This course is an examination of national income determinants in a global context and the institutional and historical context of these components. Participants explore the problems of economic growth, inflation and unemployment as well as banking and monetary influences on macro-variables; the role of transnational firms in national and international employment, investment and surplus generation; and balance of payments and concepts inclusive of transnational capital growth and its effect on world markets and development.

ECO 201 MICROECONOMICS
Prerequisite: MTH 110 "C-" or better or concurrent enrollment in MTH 110

This course explores such aspects of market economics as price theory, resource allocation, and the determination of costs; effects of different tax structures and markets; development and theory of different types of industrial structures, including competition, monopoly, and oligopoly.

ECO 301 INTERNATIONAL ECONOMICS
Prerequisites: ENG 102 "C-" or better, ECO 200

This course examines the world economy, including the theoretical foundations for trade, exchange rates, and balance of payments. Close consideration will be given to

trends in the composition and patterns of international trade, and to understanding obstacles and barriers to trade. Economic sources and the interpretation of international economic data will be studied for their value in understanding economic conditions and their use in management decision-making in an increasingly global economy. Topics will include: (1) balance of payments; (2) exchange rates; (3) patterns of trade; (4) currency markets—forward contracts, futures, options, and hedging; (5) transnational corporations and their structure; and (6) development prospects of less developed countries.

ECO 306 BEHAVIORAL FINANCE AND ECONOMICS

Prerequisites: ECO 201, MTH 251"C-" or better, MTH 110 "C-" or better, FIN 220
Crosslisted with FIN 306

Classical financial theory is based on several assumptions, including rational behavior of market participants and market efficiency. In recent decades empirical studies and experiments accumulated a body of evidence that in reality people do not always behave rationally demonstrating so-called anomalies which lead to market inefficiency. Objectives of this course are to introduce students to alternative explanations of human behavior—neoclassical utility theory and behavioral prospect theory; to study in detail financial market anomalies and paradoxes, caused by irrational behavior; and to learn how managers and regulators can take irrational behavior into account in decision making process. **NOTE:** *This course is offered every Spring semester.*

ECO 307 ECONOMIC DEVELOPMENT SINCE 1750

Prerequisites: ECO 200, ENG 102 "C-" or better

This course is a survey of principal and connected developments in economic history from the Industrial Revolution to the present. The development of capitalism, trade, and commerce is central to the course. Students will examine the relationship of economic forces to historical, political, and social change.

ECO 436 MANAGERIAL ECONOMICS

Prerequisites: ECO 200, ECO 201, MTH 110 "C-" or better

Managerial economics equips students with analytical tools for making rational, profit- maximizing business decisions. Factors discussed include demand, competition, market structure, time value of money, interest rates, and government intervention, as well as means to evaluate the effectiveness of business solutions chosen over time. Students will also learn about game theory and pricing strategies.

ECO 445 REAL ESTATE ECONOMICS AND MARKET ANALYSIS

Prerequisite: FIN 220
Crosslisted with RLS 445

This course applies economic concepts to issues of the urban environment. Special attention is given to the relevance of those urban issues for the real estate industry. The course examines the economic forces propelling the development of cities and economic issues of land scarcity and housing within cities. Additionally, the course examines related economic issues of urban transportation, crime, local government, and public policy responses to urban issues. **NOTE:** *This course is offered every Fall semester.*

English (ENG)

ENG 081 FUNDAMENTALS OF ENGLISH FOR INTERNATIONAL STUDENTS (IEP students only)

A basic English course for non-native speakers focusing on basic grammatical structures, vocabulary development, listening, speaking, and writing. Emphasis on practical understanding and everyday communication in spoken and written contexts. Designed for international students whose native language is not English. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 082 INTEGRATED SKILLS / ORAL COMMUNICATION FOR INTERNATIONAL STUDENTS (IEP students only)

A basic course for non-native speakers focusing on oral communication. Emphasis is placed on formal presentation and structured discourse. An integrated skills approach is used. This course is part of the Menlo College Intensive English program and designed for international students whose native language is not English. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 085 BASIC READING & WRITING FOR INTERNATIONAL STUDENTS (IEP students only)

A basic English course for non-native speakers focusing on reading, emphasizing student use of prior knowledge and experience. Focus on overall meaning and holistic reading. Emphasis on practical understanding and

everyday communication in spoken and written contexts. Designed for international students whose native language is not English. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 092 INTEGRATED SKILLS / WRITTEN COMMUNICATION FOR INTERNATIONAL STUDENTS

(IEP students only)

A basic course for non-native speakers focusing on the techniques of college writing and clear prose. Emphasis is placed on the production of short compositions containing well-developed paragraphs and a variety of English sentences. An integrated skills approach is used. This course is part of the Menlo College Intensive English Program and designed for international students whose native language is not English. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 099 INTRODUCTION TO COLLEGE ENGLISH COMPOSITION (Intensive English Program students only)

Student should earn at least "C-" to pass this class. An introductory course designed to develop proficiency in fundamentals of English (spelling, punctuation, grammar) and in expository writing. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 100 INTRODUCTION TO COLLEGE ENGLISH COMPOSITION WITH LAB (4 UNITS)

English placement recommendations are given by the Menlo English Placement Form.
Requirement: "C-" or better

Placement determined by the Menlo English Placement Form or by receiving "K" in English 099. Student should earn at least "C-" to pass this class. An introductory course designed to develop proficiency in fundamentals of English (spelling, punctuation, grammar) and in expository writing. **NOTE:** *Student may receive a "K" grade (see "Grades" for more information).* **NOTE:** *This is a three unit equivalent developmental course—units do not count for graduation or grade point average, but do count in establishing full-time status.*

ENG 101 ENGLISH COMPOSITION 1

Prerequisite: Placement form or ENG 100 with a "C-" or better. Requirement: "C-" or better

Student should earn at least "C-" to pass this class. This course provides instruction in writing expository prose. Emphasis on organization and development of various forms of expository writing about subjects of general interest. Non-fiction and imaginative literature are read and discussed primarily as a basis for learning techniques of interpretation supported by specific evidence.
NOTE: *Student may receive a "K" grade (see "Grades" for more information).*

ENG 102 ENGLISH COMPOSITION 2

Prerequisites: Placement form, ENG 101 with a "C-" or better, or an "A" in ENG 100 AND approval of ePortfolio submitted following the "ePortfolio Checklist for English 100 & 101 Appeals". Requirement: "C-" or better

Student should earn at least "C-" to pass this class. This course continues instruction in writing expository prose. Emphasis is placed on the critical connection between thinking and writing. Students will learn to organize and develop the argumentative and persuasive essay. Non-fiction and imaginative literature are read and discussed primarily as a basis for learning the principles of critical thinking.

ENG 280 INTRODUCTION TO CREATIVE WRITING

Prerequisite: ENG 100 "C-" or better

This is a course in the basic practices, discipline, and vocabulary of creative writing, with an emphasis on short fiction and poetry. Students will generate, review, and polish stories and poems of their own, as well as critically analyze the work of their peers.

ENG 450 RESEARCH WRITING

(BS in Business Junior/Senior students only or approved Interdisciplinary Studies majors))
Prerequisite: ENG 102 "C-" or better.
Requirement: "C-" or better

This course prepares students for re-entry into the academic processes of critical reading of literature, expository writing, and critical thinking. The course is divided into three parts: (a) learning skills; (b) how to successfully write papers and other assignments; and (c) an introduction to various types of academic research skills. All students will complete a test of basic library research skills as part of the course.

ENG S SPECIAL TOPICS IN ENGLISH (1-3 UNITS)
Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

ENG 298/ENG 498 ENGLISH (1-3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

French (FRE)

FRE 101 INTRODUCTORY FRENCH 1
This course covers communicating in French: systematic acquisition of basic French grammar and vocabulary. Only French is used by both the instructor and students. Multiple skills approach: listening comprehension, oral expression, original written composition, and introduction to reading.

FRE 102 INTRODUCTORY FRENCH 2
Prerequisite: Placement exam or FRE 101 with a "C-" or better

This course is a continuation of French 101: completion of basic French grammar. Expanding vocabulary, structure, and knowledge of French culture for conversational proficiency, writing, and reading.

FRE S SPECIAL TOPICS IN FRENCH (1-3 UNITS)
Prerequisite: Permission of the instructor

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

FRE 298/FRE 498 FRENCH (1-3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

Health (HLT)

HLT 101 GENERAL HEALTH AND HYGIENE (1 UNIT)
The course helps students determine personal needs and values in light of current thought on mental and emotional health, the potentials and limitations of drugs, the functioning of the human body, disease facts and theories, nutrition, ecology, and trends and techniques in modern-day medical practice.

History (HIS)

HIS 105 FOOD IN GLOBAL HISTORY
Food in Global History examines the role of food in shaping world history from ancient times through the modern era. Transitional periods such as the Agricultural revolution, the Columbian Exchange, Industrialization, and globalization will be covered. Using food as the lens through which we study history and cultures, this course will examine the connections and exchanges within historical events and related issues such as empire migration, race, class, gender, religion, power, identity and the environment.

HIS 111 WORLD HISTORY I
Prerequisite: ENG 101 or concurrent enrollment with ENG 101

The course is a chronological survey of world civilization that commences with the 6th century (the beginning of the post-classical era) and concludes with the 18th century (the end of the early modern period). The course is designed to provide an understanding of major social, political, and economic developments in world history as well as a global perspective consistent with Menlo College's mission.

HIS 112 WORLD HISTORY II
Prerequisite: ENG 102 or concurrent enrollment with ENG 102

This course is a continuation of HIS 111, and is structured similarly. The course is a chronological survey of world civilization from the 19th century to the present. The course is designed to provide an understanding of major social, political, and economic developments in world history as well as a global perspective consistent with Menlo College's mission.

HIS 250 HISTORY OF AFRICAN AMERICANS THROUGH MUSIC
History of African Americans Through Music provides a survey and analysis of important constitutional, legal, political, economic, and cultural issues relating to the history of Africans in America from the 16th century to the present through the listening and the prism of the making of this uniquely American artform we call Jazz. Topics include African cultural traditions, slavery, emancipation, reconstruction, the Great Migration, and African American culture through the arts (Harlem Renaissance).

HIS 250 AMERICAN HISTORY TO THE CIVIL WAR
This course is a survey of United States history from colonization in the sixteenth century to the end of the Civil War. The course covers the development of artistic, cultural, economic, and social trends as well as the political.

HIS 251 AMERICAN HISTORY FROM THE CIVIL WAR
This course is a continuation of History 250 through the twentieth century.

HIS 301 AFRICAN-AMERICAN HISTORY
Prerequisite: ENG 102"C-" or better

The course provides a survey and analysis of important constitutional, legal, political, economic, and cultural issues relating to the history of Black people in America from the eighteenth century to the present. Topics include slavery, emancipation, reconstruction, the Black urban migration, and African-American culture.

HIS 302 MODERN ASIAN HISTORY
Prerequisite: ENG 102 "C-" or better

This course is the study of Asia: particularly China, Japan, and India in the course of the last two centuries. The course will examine the impact of Western ideals and practices on traditional Asian civilization as well as the changing way of life in Asia. Political, social, and economic concepts are considered.

HIS S SPECIAL TOPICS IN HISTORY (1-3 UNITS)
Prerequisite: Permission of the instructor

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

HIS 298/HIS 498 HISTORY (1-3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

Humanities (HUM)

HUM 150 INTRODUCTION TO THE HUMANITIES WRITING (STORYTELLING) AND THE ART OF URGENCY
This course introduces students to the Humanities as a field of study and as a way of looking at and understanding the human experience. The course is a thematic one, with the theme changing each time the course is taught. Students will examine the given theme in a variety of cultural contexts as it appears in art, music, literature, history, and philosophy.

HUM 200 SURVEY OF AFRICAN MUSIC & SOCIETIES
This course provides through music-listening a survey and analysis of the important socio-cultural and political moments in the history of the African continent. The course provides a roadmap to appreciate the incredible variety of music, cultures and landscapes on the continent of Africa as well as an assessment of its political, economic, and cultural issues and challenges as they relate to the pre-colonial periods, independence movements and globalization. The music speaks of African musical and cultural traditions, their coming of age and their hopes for the future through its artists and their visions.

HUM 282 ART OF THE MEMOIR
Prerequisite: ENG 100 "C-" or better
Crosslisted with **LIT 282**

This course helps students articulate their own story. By writing clearly about different aspects of their lives, students will have a stronger perspective on their past and on the larger world. Being able to express such a vision is key to writing a memoir, a poem, or a business plan. Student writing will be augmented with close analysis of master works in personal narrative.

HUM 302 INTRODUCTION TO WINE APPRECIATION (1 UNIT)
This course is designed for the beginning wine enthusiast who wants to explore the world of wine and the art of wine tasting. We will journey through the major wine regions of the world discussing grape varietals along with the principals of wine production. Additional topics will cover proper methods of tasting, evaluating, and pairing wine with food. On the practical side, we will discuss service techniques, reading wine menus, and deciphering wine labels. Prerequisites: Must be 21 by the start of class. No previous knowledge needed.

HUM 305 SEX & CULTURE
Prerequisite: ENG 102 "C-" or better

This course explores sex, gender, and sexuality in twentieth and twenty-first- century US culture. The course examines these corporeal concerns in cultural media (e.g., visual art, literature, film, music, theater), with a particular focus on works by individuals from the margins (e.g., members of gender, racial, ethnic, and sexual minorities). The course will particularly foreground questions of intersectional identity and will engage a wide range of evolving

academic discourses to do so (e.g., gender studies, critical race studies, critical sexuality studies, disability studies, medical health humanities).

HUM 307 DIVERSITY, EQUITY, INCLUSION & BELONGING IN THE WORKPLACE

Prerequisite: ENG 102 "C-" or better

This is a discussion-based class designed to explore, identify and understand race, class and gender issues as they relate to the workplace. The historical and legal perspectives on such topics as national origin, sexual preference, disabilities, age and culture/ethnicity in the United States employment arena will be examined. There is some focus on personal experience with extensive student involvement and participation expected.

HUM 324 MONEY, BUSINESS & CULTURE

Prerequisite: ENG 102 "C-" or better

This course provides a study of literature, art, and film portraying money and business issues. The course will examine the influence of money and business concerns on individuals within a society as well as on the society as a whole. Such topics as the destructive effects of greed, the deprivations of poverty, the privileges of wealth, and the ethics of business will be considered in assigned works.

HUM 330 HUMAN RIGHTS IN A GLOBAL PERSPECTIVE

Prerequisites: ENG 102 "C-" or better, SSC 150 or HUM 307

Explores social movements by placing students in the center of contemporary global human rights issues. First, students will learn to locate human rights violations in relation to macro/systemic examples of social (in) justice. Next, students will pay close attention to the role of human rights education as a response to human rights violations on meso and micro levels. Finally, this course is dedicated to promoting the human rights principles set forth in the Universal Declaration of Human Rights. The aim is to facilitate the teaching of human rights in both formal and informal settings by modeling best practices vis-àvis interactive curriculum and community activism.

HUM S SPECIAL TOPICS IN HUMANITIES (1-3 UNITS)

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

HUM 301S Digital Humanities and Culture Analytics

HUM 298/HUM 498 HUMANITIES (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Individual Directed Research (IDR) (1-3 UNITS)

Individual Directed Research courses are designed for students who have a serious scholarly interest in a particular topic. An IDR gives students the opportunity to conduct closely supervised research on a chosen topic and to write a substantial paper or report based on semester long study and analysis of the research question. Research plans must be discussed with a faculty member who specializes in that particular subject area and a full proposal and plan for completing the research must be approved by the Academic Dean and Registrar prior to registration in the course. Units vary from one to three.

Literature (LIT)

LIT 150 INTRODUCTION TO LITERATURE

This course introduces students to the serious study of literature. It includes sample works from the major genres that constitute literature: short story, poetry, drama, novel, and essay. As a survey course, it covers diverse cultures and historical periods. Reading imaginatively across boundaries of time, geography, history, culture and ideology, students learn what constitutes great literature as they gain insight into the human condition.

LIT 200 FANTASY, HORROR, AND SCI-FI—OH MY!: INTRODUCTION TO SPECULATIVE FICTION

Prerequisite: Concurrent enrollment in ENG 101

This course introduces students to speculative fiction, a category of literature that includes the genres of science fiction, fantasy, and horror. Students will explore a variety of texts—including short stories, novels, comics, and film—that are linked by their shared acts of speculation. Attending to the specific social and historical contexts of these textsstudents will consider the ways speculative fictions so often offer social commentary about the time and place in which they are written as they imagine alternate worlds and envision potential futures. On the one hand, speculative fiction has thus been used to reinforce assumptions about nation, class, race, gender, sexuality, and ability. On the other hand, historical and contemporary BIPOC and queer authors and artists create within

and reimagine the generic conventions of speculative fiction in order to challenge those assumptions. As a class, we will ask how acts of speculation, through their questioning of what is perceived as the real and the valid, through their imagining of alternate worlds and potential futures, help to surface silenced stories and experiences.

LIT 250/350 SHORT STORY IN MODERN LITERATURE

Prerequisite: For LIT 250, ENG 101 "C-" or better; LIT 350, ENG 102 "C-" or better

We will look closely at powerful short stories from the past and at those being written today, always asking the question: How did this author accomplish so much in so few pages? Each student will choose three short stories to research thoroughly and discuss in essays and presentations. In addition, students will understand and write about the literary techniques used in the stories studied by the entire class. The semester will be divided into three class sections: 1. A Look at Young Authors of Today; 2. Techniques of Classical Short Stories; 3. The Immigrant Story.

LIT 282 ART OF THE MEMOIR

Prerequisite: ENG 100 "C-" or better

Crosslisted with HUM 282

This course helps students articulate their own story. By writing clearly about different aspects of their lives, students will have a stronger perspective on their past and on the larger world. Being able to express such a vision is key to writing a memoir, a poem, or a business plan. Student writing will be augmented with close analysis of master works in personal narrative.

LIT 301 MAJOR AMERICAN WRITERS

Prerequisite: ENG 102 "C-" or better

This course is a detailed analysis of major works of fiction, drama and poetry by significant American authors.

LIT 304 MODERN WORLD LITERATURE

Prerequisite: ENG 102 "C-" or better

This course provides an overview of modern and contemporary works of fiction written in Africa, China, Eastern and Western Europe, India, Japan, North Africa, Russia, South America, and the United States. It focuses on specific contemporary problems and how different countries and cultures around the globe have confronted them.

LIT 305 LITERATURE OF MIGRATION

Prerequisite: ENG 102 "C-" or better

This course will examine literary works portraying the immigrant experience in the United States as well as other parts of the world. Study will include analysis of texts depicting such issues as the obstacles and challenges of immigration, questions of identity, assimilation versus acculturation, and the significance of heritage.

LIT 306 LITERATURE OF HAWAI'I & PACIFIC ISLANDS

Prerequisite: ENG 102 "C-" or better

This course explores the themes of the literature of Hawai'i and the Pacific of the 20th and 21st centuries. Focus is on works that give primacy to the peoples of "New Oceania" and their reclamation of their identities. The works of the genre often explore the canons of their colonizers and are reinventions of these texts to better reflect local realities. Students will engage in close readings of the writings of Hawai'i and the Pacific and will learn to more fully express their own critiques of the contexts in which these writings were produced and of the writings themselves.

LIT 307 ASIAN AMERICAN LITERATURE

Prerequisite: ENG 102 "C-"

This class will introduce students to Asian American literature by considering two central questions: what is Asian America, and what makes Asian American literature? In asking these questions, the course approaches Asian American literature not as an unquestioned canon, but as a shifting site of study that emerges in and responds to specific historical conditions. Thus, while rooted in the literary, the course draws from historical, sociological, political, and legal texts in order to contextualize and analyze Asian American cultural production. Exploring both the formation of Asian American identities and the aesthetic forms authors use to represent those identities, this course invites students to examine how authors and scholars have expanded, contested, and reimagined the meaning of Asian American literature across the twentieth and into the twenty-first century.

LIT 308 LATINX LITERATURE

Prerequisite: ENG 102 "C-" or better

Through the lens of literature and other forms of cultural production (music, the visual arts, film, etc.), this course examines issues of Latinx identity and the Latinx experience in the US, including: bilingualism and code-switching; labeling race/ethnicity and the complexities of

Latinx racial identity; gender identity and the machismo/marianismo paradigm; identity and citizenship; queer Latinx identities; cultural Catholicism and the role of religion; pan-hispanism and the rhetoric of latinidad. While the course will explore the concept and the construction of Latinx identity, it will also emphasize the diversity of experiences of the Latin American diasporas in the US.

LIT 320 GRAPHIC NOVELS AND MANGA

Prerequisite: ENG 102 "C-" or better

This upper-division course introduces students to great works of sequential art that emphasize important social themes such as diversity, equity, justice, and inclusion. It examines the history of graphic literature and the emergence of two new art forms, graphic novels and manga, in the twentieth century. In addition to appreciating the formal qualities of sequential art, students read works by written and illustrated by women, writers of color, and members of the LBGTQ community, and through the readings they examine serious issues pertaining to war, racism, and gender.

LIT S SPECIAL TOPICS IN LITERATURE (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

LIT 298/LIT 498 LITERATURE (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Mass Communication (MCM)

MCM 151 MEDIA AND SOCIETY

This course focuses on social issues pertaining to mass media. The influence of television, radio, film, print media, music reporting, and Internet communication is analyzed in a sociological context. Ethical, legal, technological, economic, and cultural perspectives are discussed. Basic models of communication as well as a wide range of mass communication theories, research, and regulations are also examined. Contemporary issues are discussed by students participating in debates in which opposing sides of relevant media topics are presented.

MCM 257 PUBLIC SPEAKING

Prerequiste or concurrent enrollment: MCM 260, MCM 265, MCM 270, or MCM 275 (Interdisciplinary Studies and Psychology students)

This is an introductory course surveying the essential theory and skills related to public speaking and presentation. You will have the opportunity to gain proficiency in both speaking and critical analysis of the spoken word, and will develop skills in the research, preparation, presentation, and critical evaluation of public addresses.

MCM 260 TEDxMENLOCOLLEGE (1 UNIT)

In this class, students will organize and participate in the annual on-campus TEDxMenloCollege event. This will include: creating a theme, recruiting and choosing speakers (including students), working with selected speakers and the Director of the Center for Public Speaking to refine and rehearse their presentations, and hosting the event (including emcee duties).

MCM 265 MOCK TRIAL (1 UNIT)

This course will have students prepare, practice, and execute criminal trial competitions designed to increase an understanding of the judicial system and the processes necessary to create a just society. Students will work with faculty and Center for Public Speaking staff to prepare their version of a criminal case. As students assume the roles of attorneys, witnesses, clerks, and bailiffs, they learn teamwork, public speaking, and critical thinking skills.

MCM 270 TOASTMASTERS (1 UNIT)

This class will focus on helping students improve their public speaking and leadership skills. Each week, students will follow the Toastmasters format: sharing prepared speeches, giving feedback, and delivering 1-2 minute impromptu speeches on the topic of the day.

MCM 275 DEBATE (1 UNIT)

Debate class will create a safe space for students to engage in competitive debate on relevant and important current event topics. The first half of the semester will focus on persuasive speeches. The second half of the semester will focus on debate, with teams working to convince a judge (the instructor) that their side of a resolution or topic is, as a general principle, more valid. Students will come to thoroughly understand both sides of an issue, having researched each extensively, and learn to think critically about every argument that could be made on each side. Course topics will include research techniques to create an informed argument, strategies and techniques of advocacy, and oral communication

skills. Debaters learn superior research techniques and strategies, and are taught how to assess, connect with, and persuade an audience.

MCM 308 CULTURAL EXPRESSION IN THE MEDIA

Prerequisite: ENG 101 "C-" or better

This course focuses on how the media represents different cultures, and how different cultures represent themselves through the media. Topics may include: African-American Studies, Asian-American Studies, Gay & Lesbian Studies, Latino Studies, Cross-Cultural Film Studies, and Cultural Studies. Aside from exploring theories associated with cultural studies, this course will look at the history, literature, electronic expression, and current representation in the news media of the diverse cultures.

MCM 321 GRAPHIC DESIGN FOR PRINT AND WEB

This course covers the design and production of professional documents and publications. Three major areas are emphasized: basic design skills as they relate to typography, graphics and page composition; technical mastery of the computer and software; skills of editing and critiquing publications.

MCM 335 PERSUASION AND NEGOTIATION

Prerequisite: ENG 102 ("C-" or better)

This course prepares the students to effectively negotiate to persuade others in professional, interpersonal, local and international settings. It covers the fundamentals of negotiation and teaches skillful negotiation approaches that work in real life such as listening and asking questions in negotiating, finding shared interests, brainstorming options, using objective criteria, and developing walk-aways. The course helps students to develop skills in the research, preparation, conducting, and reflection of interactions with others to be able to negotiate successfully personally and career-wise locally and in a global context.

MCM S SPECIAL TOPICS IN MEDIA (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

MCM 301S Digital News Production
MCM 343S Leadership Communication

MCM 298/MCM 498 MASS COMMUNICATION AND MEDIA

(1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Mathematics (MTH)

MTH 110 FINITE MATHEMATICS

Math placement recommendations are given by the Menlo Math Placement Form. Requirement: "C-" or better.

This course provides topics such as linear equations and applications, systems of linear equations, matrix algebra and applications, linear programming, mathematics of finance, sets, and counting, probability, and applications.

MTH 111 ALGEBRA SUPPORT FOR FINITE MATH

(1 UNIT)

MTH 111 is a co-requisite lab course to be taken concurrently with MTH 110 for mathematically underprepared students, as determined by a student's academic advisor or by relevant mathematics faculty. This support course reviews relevant background material prior to the corresponding content for MTH 110.

MTH 251 STATISTICS

Prerequisite: MTH 110 with grade of "C-" or better. If prerequisite course has not been taken, math placement recommendations are given by the Menlo Math Placement Form.Requirement: "C-" or better.

This course includes the following topics: descriptive statistics, including the standard deviation and the normal curve; the design of surveys and experiments; introduction to probability; probability distributions, and sampling distributions; confidence intervals; hypothesis testing; simple linear regression and correlation; applications to business, politics, and health; and the misuse of statistics.

MTH 260 BUSINESS CALCULUS I

Prerequisite: MTH 110 with grade of "C-" or better. If prerequisite course has not been taken math placement recommendations are given by the Menlo Math Placement Form

This course includes the following topics: limits; the derivative as a limit; the product rule; the quotient rule; the chain rule; rates of change; marginal economics from a calculus perspective; percentage rate of change; relative extreme; applications of maximizing or minimizing; calculus as an aid in graphing; derivatives of exponential

and logarithmic functions; applications of exponential growth; exponential decay, and logarithmic growth; indefinite and definite integrals; integration by substitution; area and other applications of integration.

MTH S SPECIAL TOPICS IN MATHEMATICS (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

MTH 298/MTH 498 MATHEMATICS (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Philosophy (PHI)

PHI 160 LOGIC AND CRITICAL THINKING

Prerequisite: ENG 102 "C-" or better

This course is an introduction to the skill of rational argument, including analysis of grammatical structure as related to forms of argument; testing for argument validity; and identification of fallacies. Students will apply the principles to everyday life and philosophical thought, and will study both deductive and inductive argument forms.

PHI 255 INTRODUCTION TO PHILOSOPHY: THE MEANING OF LIFE

Prerequisite: ENG 101 "C-" or better

An introduction to major topics in philosophy, such as God, knowledge and belief, mind and body, freedom and determinism, right and wrong, and justice and equality, with readings drawn from classical, modern and contemporary sources.

PHI 303 ETHICS AND VALUES

Prerequisites: ENG 102 "C-" or better, PHI 255

This course is an analysis of various theories of obligation, standards of right and wrong, and theories of value; evaluation of these theories according to philosophic clarity and standards for scientific theories. Readings from the works of major moral philosophers such as Aristotle, Hobbes, Mill and Kant.

PHI S SPECIAL TOPICS IN PHILOSOPHY (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

PHI 298/PHI 498 PHILOSOPHY (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Physical Science (PSC)

PSC 350 THE TECHNOLOGY OF SILICON VALLEY

Prerequisite: A biological or physical science course with a lab

This course investigates the scientific basis for the technological advances originating in Northern California. Discussions will include a variety of topics including the origins of the personal computer, the structure and elucidation of the human genome and innovations in telecommunications.

Political Science (POL)

POL 150 INTRODUCTION TO U.S. POLITICS

This course studies American political institutions as they operate in practice and theory. The Constitution of the United States, the three branches of government, political parties, and the background of American democracy are investigated.

POL 305 CIVIL LIBERTIES

Prerequisite: POL 150

This course introduces the institutional, political and legal bases that determine how the U.S. political system and in particular the U.S. Supreme Court resolve civil liberties issues. We will explore first amendment issues of free speech and press, as well as freedom of religion. We will also examine the constitutional framework of the criminal justice, including the fourth, fifth, sixth and eighth amendments. We will also discuss the evolving concept of substantive due process as it is applied to decisional privacy, including abortion, human euthanasia, and sexual autonomy.

POL 350 CAMPAIGNS AND ELECTIONS

Prerequisite: POL 150

What campaign strategies work best and why? To what extent is the media's campaign coverage helpful or harmful to voters? What does the nature of contemporary

campaigns say about the health of American democracy and society at large? This class will examine academic and popular literature, as well as documentary films, on these and other topics while simultaneously following the ongoing events of the current campaign season.

POL 351 LATINX POLITICS

Prerequisites: ENG 102 "C-" or better, POL 150

This class examines contemporary Latinx politics. We begin with a broad introduction to the subject of Latinx Politics, including a review of Latinx subgroup histories and panethnic identity. We then move on to a focus on politics, including the development of political identities and partisanship, public opinion, and electoral and non-electoral participation. We conclude with a focus on the issue of immigration politics.

POL 352 POLITICAL MARKETING

Prerequisite: MKT 216 or POL 150

Crosslisted with MKT 352

Political Marketing is an interdisciplinary course that introduces students to how candidates, parties, elected officials and governments utilize marketing concepts and tools to win elections and remain in office. Drawing on both traditional marketing research and political marketing research, this course will examine a wide range of political marketing topics including market research and segmentation, branding, marketing communication, and delivery management. Students will consider the application of marketing techniques not just by those seeking election, but also by elected officials and bureaucrats. The course also will consider the implications of political consumerism and political marketing and provide students with a modern, realistic understanding of how political marketing works in the 21st century.
NOTE: *This course is offered every Spring semester.*

POL 353 RACE AND RACISM

Prerequisite: ENG 102 "C-" or better

Race and Racism is a multidisciplinary team-taught course on race and racism in the United States. Modules within the course will explore the history of race and racism in U.S. politics; intersections between race, gender, and sexuality; race and cultural production; and race and the law. Particular attention will be paid to the recent #BlackLivesMatter and #SayHerName movements, the issue of police violence, and the history of U.S. protests and social movements. Each module will be taught by appropriate subject-matter experts. Students can choose to take the course as a 200 level or 300 level; readings and assignments will vary as noted in syllabus. You cannot change levels after week one.

POL 360 CALIFORNIA POLITICS

Prerequisite: POL 150

This class will examine the politics of California, including its political culture, electoral systems, and public policy making. Considerable attention will be given to the power of the people, including initiatives and recall. Ongoing challenges to the state, including budget shortfalls and water politics, will also be discussed.

POL 370 CONSTITUTIONAL LAW

This seminar addresses U.S. constitutional history and controversies surrounding constitutional interpretation from the 18th century to the present day. In addition to tracing the developmental trajectory of legal questions with respect to due process and equal protection, this course also examines the dynamics of decision-making authority among as well as across federal and state level institutions. We will also examine more contemporary legal issues concerning race, gender, civil rights, abortion, and sexual orientation.

POL S SPECIAL TOPICS IN POLITICAL SCIENCE (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

POL 298/POL 498 POLITICAL SCIENCE (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Psychology (PSY)

PSY 101 INTRODUCTION TO PSYCHOLOGY

This course is an introductory survey of the subject matter, fields, and methods of psychology. This course will address theoretical perspectives as well as findings from experimenal research. The basic topics for inquiry include consciousness, perception, learning, cognition, motivation, emotion, development, personality, and social psychology. Applications to industry, organizations, and management of human resource will also be considered.

PSY 103 PROFESSIONAL DEVELOPMENT IN PSYCHOLOGY (1 UNIT)

Prerequisite: PSY 101

The purpose of this course is to help psychology students make a successful transition to Menlo College and set them up to succeed after graduation. This course aims to promote engagement in the psychology curricular; provide examples and help prepare students for career and further educational options for psychology majors; encourage students to make use of campus resources; and assist students as they continue to clarify their purpose, meaning, and direction.

PSY 201 RESEARCH METHODS IN PSYCHOLOGY

Prerequisites: PSY 101, ENG 102 "C-" or better; MTH 251 "C-" or better

This course introduces students to key research skills, empirical methodologies and evaluation techniques used in the social sciences. This will involve both qualitative and quantitative methods, the literature review process. Students will learn to read and evaluate research articles and procedures, develop original research questions and design research procedures to answer those questions. Students will also learn to write APA style manuscripts.

PSY 300 PSYCHOLOGY APPLIED DAILY LIFE—LIFE BEYOND MY ATHLETIC IDENTITY

Prerequisite: PSY 101

This course entails a recitation/activity format designed to integrate the components necessary to understand transitions and the identity change from athlete to non-athlete. Transition Creatively will help athletes, or non-athletes, develop a plan for future transitions.

PSY 303 PSYCHOLOGY OF LEARNING AND COGNITION

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will cover the scientific research relating to the acquisition and maintenance of behavior and the cognitive processes related to memory. Topics will include classical conditioning, concept formation, and memory organization. Students will examine these topics from an experimental perspective with application to areas such as behavior modification and information processing.

PSY 304 PSYCHOLOGY OF HUMAN MOTIVATION AND EMOTION

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will address the physiological, cognitive, and social psychological theories of motivation and emotion. Theoretical perspectives as well as empirical findings will be examined in order to contrast need-drive themes with incentive theories. Topics include the study of motivation for competence, achievement, and affiliation. The relationship between motivation and cognitive-affective processes will also be considered.

PSY 305 PSYCHOLOGY OF HUMAN DEVELOPMENT ACROSS THE LIFESPAN

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will study physical, cognitive, emotional, social, moral, and personality characteristics of the various stages of human development. Additionally, the developmental issues that are relevant to each phase of the life span (infancy, childhood, adolescence; early, middle, and late adulthood) will be addressed. The course will include a survey of major developmental theories and an investigation of the assumptions common to all of them.

PSY 306 PSYCHOLOGY OF HUMAN SEXUALITY

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will offer a study of psychological aspects of human sexuality and their influence on gender identity and sexual behavior at various stages of development. Selected topics include: research on sexuality; gender roles; sexual dysfunction and therapeutic interventions; sexual harassment; intimacy and communication skills; and, the varieties of sexual behavior.

PSY 309 SOCIAL PSYCHOLOGY

Prerequisites: PSY 101, ENG 102 "C-" or better

This course studies the intersection of psychology and sociology, and addresses the extent to which individual behavior is formed and controlled by social groups. The influence of individual behavior on the nature of groups will also be considered. Students will examine principles of crowd behavior, prejudice, public opinion, aggression, obedience, cooperation, and leadership. Applications to business, the legal system, and healthcare will be addressed.

PSY 310 CLOSE RELATIONSHIPS

Prerequisite: PSY 101, ENG 102 "C-" or better

Close relationships are central to our lives: friends, parents, siblings, romantic partners, acquaintances, and coworkers have an enormous influence on one's thoughts, feelings and behavior. The purpose of this course is to understand the processes that regulate human relationships. It will include an overview of social psychology theories of relationships research and an exploration of the current

literature. Topics include attraction, intimacy, attachment, friendship, interdependence, communication, dissolution, loss, love, and maintaining relationships.

PSY 311 PERSONALITY THEORY

Prerequisites: PSY 101, ENG 102 "C-" or better

This course surveys both classic and current theories of personality. A variety of perspectives will be examined including psychodynamic, humanistic, behavioral, and cognitive approaches. The study of individual theories will further consider the implication of ideas for therapy, diagnostic tools, and the use of theory to guide current research.

PSY 312 SPORTS PSYCHOLOGY

Prerequisites: PSY 101, ENG 102 "C-" or better
Crosslisted with SMG 312

This course surveys current issues and research in sports psychology recognizing that sport is a microcosm of society and is influenced by cultural traditions, social values and psychosocial experiences. Topical areas to be included are as follows: sport aggression, violence and deviant behavior in sport, extrinsic and intrinsic motivation, personality and interpersonal relationships in sport, competitiveness, goal setting and peak performance, substance abuse, burnout and psychosocial rehabilitation. This course emphasizes the understanding and application of theoretical paradigms and concepts to sports events and pragmatic vocational settings.

PSY 313 INTRODUCTION TO DISABILITY STUDIES

Prerequisite: ENG 102 "C-" or better
Crosslisted with SSC 313

Individuals with some level of disability comprise 20% of the American population. That is 60 million and rising. These individuals' experiences within society are seldom recognized or understood, instead ignored or misunderstood. Interactions with individuals with disabilities are often avoided, awkward, and/or uncomfortable. Our reactions to and beliefs about disabilities influence our progress toward an equitable and inclusive society. A historical context of disability in the United States, terminology used for defining and explaining disability, disability's impact throughout life, popular culture's role in distorting ideas about disability, and emerging ethical issues are explored.

An innovative approach to viewing difference is provided which assists in increasing awareness and understanding of disabilities, and enriches interactions with individuals who have disability differences. Awareness and observation activities are utilized for personal reflection and experience with concepts and strategies for more effective interactions.

Opportunities to learn about community support resources and priority issues for the disability community; and to interact with individuals with disabilities and participate in disability related events are also to be provided.

PSY 314 PSYCHOLOGY OF WOMEN IN ORGANIZATION

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will examine women's changing roles in contemporary organizations. It will present historical and demographic data about these changes and discuss the challenges professional women still encounter. The course content will draw upon scholarship from Social and Clinical Psychology and be supplemented by readings from the business press. Topics will include gender stereotypes, communication styles, sexual harassment, leadership, and life/work balance. Specific challenges facing women of color, women entrepreneurs, and Silicon Valley women will also be addressed. Readings will include first-person accounts of proven strategies for success, and guest speakers will describe how they learned to achieve and excel.

PSY 316 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Prerequisite: PSY 101

This course will utilize lecture, class discussion, and individual student and/or group presentations to provide an introductory survey of organizational psychology. Basic topics of inquiry will include classical, neoclassical, humanistic, and modern structural organizational theory. Within the humanistic school of organizational theory, organizational behavior will be examined, including the following topics: leadership, motivation, groups and teams, communication, organizational culture, organization change, and work environment. Theory and application will be explored and discussed as it applies to organizations.

PSY 317 QUEER IDENTITIES IN THE PSYCHOLOGICAL CONTEXT

Prerequisites: PSY 101, ENG 102 "C-" or better

This course will explore the LGBTQIA2+ initialism, historical context of the community, societal stigma and schema, psychological implications, and how to support individuals who identify as a part of the Queer Community. Looking at the individual through an intersectional

lens, this course will identify and expand upon common misconceptions, varying cultural perspectives and understandings, and the ways in which individuals have been expected to conform to heteronormative expectations and had to navigate western culture as a member of the Queer Community.

PSY 383 CULTURAL ISSUES IN PSYCHOLOGY

Prerequisite: PSY 101

This course will include: participation and discussion—in class and online—and lecture. This course will examine how culture and psychology intersect across a variety of different sociocultural areas.

PSY 400 EMPIRICAL RESEARCH METHODS AND EVALUATION

Prerequisite: PSY 201, senior standing Psychology major. Older catalog year students may use prior prerequisites.

This course introduces students to empirical methodologies and evaluation techniques used in the social sciences. This will involve both qualitative and quantitative methods, with a particular emphasis on the use, evaluation and presentation of data. The broad themes of the course will be set by the faculty, with students selecting a theme to research from within the faculty-selected theme. The theme will carry over into PSY 401.
NOTE: *This course is offered during the fall semester only. Enrollment is limited to psychology majors and is to be taken during the fall semester of their senior year. The course is to be taken sequentially with PSY 401.*

PSY 401 SENIOR THESIS

Prerequisites: Senior standing, PSY 400

This course is a thematic one, with the year's theme determined by the faculty. It is a seminar whose primary focus is to discuss contemporary global issues in an interdisciplinary context. Each student will write a major research paper and participate in a formal presentation to the college community of the fruits of their research.
NOTE: *This course is offered during the spring semester only. Enrollment is limited to psychology majors, and is to be taken during the spring semester of their senior year.*

PSY 411 BIOPSYCHOLOGY

Prerequisites: PSY 101, BIO 101

This course introduces students to human physiology and the human perceptual system. The relationship between physiology, genetic determinants, and environmental conditions will be explored. The significance of each of these factors for influencing human behavior will be emphasized. Theoretical knowledge of these factors will be applied to the understanding of psychological and neuropsychological impairments.

PSY 412 PSYCHOLOGICAL DISORDERS

Prerequisites: PSY 101, ENG 102 "C-" or better. Students are encouraged (but not required) to complete PSY 411 prior to enrolling in PSY 412.

This course introduces the study of psychopathology and considers both historical and cross-cultural perspectives on mental illness. The survey begins with the traditional classifications of neuroses and psychoses, and focuses on contemporary classifications of psychological disorders. The manifestations of mental illness as well as etiological considerations will be emphasized. Diagnostic tools and therapeutic interventions will also be addressed.

PSY 415 COMMUNICATION AND COUNSELING SKILLS

Prerequisites: PSY 101, ENG 102 "C-" or better. Students are encouraged (but not required) to complete PSY 412 prior to enrolling in PSY 415.

This course will involve a systematic study of the communication skills that are required for conducting interviews and counseling. The ethical issues associated with psychotherapy, as well as cultural differences in styles of communication will also be addressed. Additional topics that will be surveyed include: major theoretical approaches to psychotherapy; and, approaches to working with children and families. As the focus of the course will be on the development and application of specific competencies, this course is strongly encouraged for those students who intend to pursue internship opportunities.

PSY S SPECIAL TOPICS IN PSYCHOLOGY (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

PSY 298/PSY 498 PSYCHOLOGY (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Social Science (SSC)

SSC 150 INTRODUCTION TO SOCIAL SCIENCE

This introductory course identifies the similarities and differences between the disciplines within the social sciences. The course will address major topics that are common to these disciplines such as: the concept of self; socialization; group processes; culture; and, diversity. Applications to employment in fields such as government, business, and non-profit organizations will also be surveyed.

SSC 313 INTRODUCTION TO DISABILITY STUDIES

Prerequisite: ENG 102 "C-" or better

Crosslisted with PSY 313

Individuals with some level of disability comprise 20% of the American population. That is 60 million and rising. These individuals' experiences within society are seldom recognized or understood, instead ignored or misunderstood. Interactions with individuals with disabilities are often avoided, awkward, and/or uncomfortable. Our reactions to and beliefs about disabilities influence our progress toward an equitable and inclusive society. A historical context of disability in the United States, terminology used for defining and explaining disability, disability's impact throughout life, popular culture's role in distorting ideas about disability, and emerging ethical issues are explored.

An innovative approach to viewing difference is provided, which assists in increasing awareness and understanding of disabilities, and enriches interactions with individuals who have disability differences. Awareness and observation activities are utilized for personal reflection and experience with concepts and strategies for more effective interactions.

Opportunities to learn about community support resources and priority issues for the disability community; and to interact with individuals with disabilities and participate in disability-related events are also to be provided.

SSC 350 GLOBAL STUDIES

Prerequisites: ENG 102 "C-" or better, SSC 150

Understanding and promoting the role of human rights through an interdisciplinary education of contemporary issues in an increasingly globalized world. This course seeks to journey through a theoretical as well as applied understanding of both the positive and negative implications of globalization. We will study current issues of the gendered, racialized, and economically stratified effects of globalization, and political as well as grassroots responses. The course will seek to understand struggles and revolutions in the new global order vis-à-vis a critical exploration of human rights and hegemony. Finally, this course will consider various strategies for social transformation and forms of resistance.

SSC S SPECIAL TOPICS IN SOCIAL SCIENCE (1-3 UNITS)

Prerequisite: Varies by Subject.

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

SSC 298/SSC 498 SOCIAL SCIENCE (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Spanish (SPA)

SPA 101 INTRODUCTORY SPANISH 1

This course covers pronunciation and grammar through oral and written drills. Spanish verbs, regular and irregular, will be studied in the present tense of the indicative mood. Emphasis will be on the building of vocabulary. Key features of various Spanish-speaking countries will be discussed. A placement exam will be given to students who have previously studied Spanish.

SPA 102 INTRODUCTORY SPANISH 2

Prerequisite: Placement exam or SPA 101 with a "C-" or better

This course is the continuation of Spanish 101. Focus will be given to the use of all regular verbs in the preterit (past) tense of the indicative mood including stem-changing verbs. Assigned compositions will reinforce grammar structures learned in class. We will continue the study of various Spanish-speaking countries.

SPA S SPECIAL TOPICS IN SPANISH (1- 3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

SPA 298/SPA 498 SPANISH (1- 3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Study Skills (STS) / Menlo Branded Courses (MLO)

MLO 100 RISING SCHOLARS (2 UNITS)

Rising Scholars is a two-unit course for incoming students held the ten days before fall orientation, designed to allow students to refresh quantitative reasoning, reading, and writing and oral communication skills so that when the semester starts they are prepared for college-level learning, have acclimated to the Menlo College environment, and have already cultivated a network of peers. The program incorporates both classroom sessions and off-campus activities, including invited speakers, day and evening trips, networking events, and more. Participants produce creative, self-designed research projects that allow students to learn while exploring topics that they find relevant and meaningful. **Credit/No Credit course. Registration restricted.**

MLO 101 TRANSITION TO COLLEGE (2 UNITS)

The purpose of this course is to help new students make a successful transition to Menlo College, both academically and personally. This course aims to promote engagement in the curricular and co-curricular life of the college, foster community engagement with a service project, articulate to students the expectations of the college and its faculty, help students develop and apply appropriate academic strategies to their coursework, and assist students as they continue to clarify their purpose, meaning, and direction.

STS 101 MICROCOMPUTER SOFTWARE LITERACY (1 UNIT)

This is a tutorial-based course to develop basic user literacy and skills working with Microsoft Excel. The course covers beginning to advanced MS Excel features, including structured tables, complex functions, what-if analysis, pivot tables and more. The objective of the course is to dive deeper into the functionalities available in MS Excel so that students can fully understand the potential of this application, in order to operate effectively and professionally both in academic and corporate environments. This course is a general education requirement that students must satisfy via the exam. Students who do not pass the exam or prefer to earn the 1-unit credit can take the course. The test-out exam is determined by the faculty and administered by the university testing center. Students who test out will earn zero units but will satisfy the graduation requirement.



School of Arts & Sciences Graduate Program

Master of Arts in Sport and Performance Psychology (MASPP)

The Master of Arts (MA) in Sport & Performance Psychology prepares students to work directly with teams, athletes, and coaches at both the amateur and professional levels. The program also enables students to take courses that meet specific external certification requirements as set by the Association for Applied Sport Psychology (AASP) in order to eventually become a Certified Mental Performance Consultant (CMPC). Students will gain knowledge related to: (1) the overarching field of Psychology, (2) Sport & Performance Psychology, (3) professional ethics and standards, (4) sport science, (5) psychopathology, (6) relationships, communication, and counseling, (7) research methods and statistics, and (8) culture, diversity, equity, and inclusion.

ADMISSION

Official Transcript(s)
Official transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from a regionally accredited institution in the U.S., or equivalent academic preparation outside of the U.S., sent to graduateadmissions@menlo.edu. GPA of 3.0 and above preferred, but 2.5-3.0 considered.

Autobiographical Statement
An autobiographical statement, approximately 2-3 typed, double-spaced pages describing why candidates are interested in the field, the program, and Menlo College, as well as other pertinent or professional experience.

Letters of Recommendation
Two letters of recommendation, preferably one from an academic source and one from a professional source.

Recommended Prerequisites
15 units of psychology with a B- grade or better, including General Psychology and Abnormal Psychology, and 3 units of Statistics with a B grade or better.

TUITION & RELATED FEES

Tuition
Per 3-unit* $3,150

Fees
Student Activity Fee Per Term $265

*Full-time MASPP students will be expected to enroll in 3 classes/semester (per semester tuition is $9,450); students studying full-time would be expected to earn their degree in 2 years. Attendance and Participation Graduate students in the MASPP program will be permitted up to 3 hours absence per course without penalty; absences over 6 hours per course may result in recommended withdrawal. Other policies related to late or make-up work will be specified within course syllabi.

MASTER OF ARTS IN SPORTS AND PERFORMANCE PSYCHOLOGY PROGRAM LEARNING OUTCOMES (PLOs):

The curriculum for the program has been designed in line with the 8 knowledge areas specified by the Association for Applied Sport Psychology (AASP). Thus, the PLOs are reflective of these knowledge areas.

1. Professional Ethics and Standards in Sport and Performance Psychology. Students will gain an understanding of the ethics and standards of professional practice and research in sport and performance psychology.

2. Knowledge in Sport and Performance Psychology. Students will gain an understanding of the foundations of

behavior related to biological, cognitive, affective, social, and individual differences. Students will develop knowledge in areas related to sport science, psychopathology, and helping relationships. More specifically, students will be able to understand theory, research, and practice related to sport and performance psychology.

3. Research Methods and Statistics in Sport and Performance Psychology. Students will learn and be able to apply the appropriate research methodology (i.e., qualitative, quantitative, and mixed-methods) and statistical techniques (i.e., descriptive and inferential) from their studies of sport and performance psychology. Students will also be able to interpret findings from research and act upon them in practice.

4. Diversity and Culture in Sport and Performance Psychology. Students will gain cultural awareness and an understanding of diversity and multiculturalism. Students will be able to apply culturally-competent approaches in practice.

The following courses are required: (30 UNITS)

PSY 500 Applied Sport and Performance Psychology
SSC 501 Sport Sociology
PSY 509 Advanced Social Psychology
PSY 521 Research Methods in Sport and Performance Psychology
PSY 575 Advanced Communication and Counseling Techniques for Sport Psychology
PSY 583 Advanced Theories and Concepts of Personality Psychology
BIO 605 Sport Physiology and Biomechanics
PSY 636 Professional Standards and Ethics in Sport and Performance Psychology
PSY 646 Diversity, Equity, and Inclusion in Sport
PSY 677 Advanced Psychological Disorders

Certification Track: (6 ADDITIONAL UNITS)

The certification track requires two additional courses. Coursework will leave students eligible to sit for the Certified Mental Performance Consultant (CMPC) exam, provided they have achieved all necessary, applied hours. **For international students:** International students must be enrolled in a fieldwork course to be eligible for Curricular Practical Training (CPT). In order to obtain CPT employment authorization, the student must reach out immediately to the MASPP program office and International Student Services (ISS) to discuss the next steps.

PSY 599 Fieldwork in Sport and Performance Psychology I
PSY 699 Fieldwork in Sport and Performance Psychology II

Psychology (PSY)

PSY 500 APPLIED SPORT AND PERFORMANCE PSYCHOLOGY

This course delves into theories, concepts, and research related to sport psychology as applied to performance enhancement. Students will learn techniques associated with effective coaching, how to develop positive motivational climates and empower athletes, mental training skills, as well as how to enhance athlete well-being. Risk factors related to participation, doping, injury, among other topics will also be discussed.

SSC 501 SPORT SOCIOLOGY

Prerequisites: PSY 500, PSY 509

This course provides an overview of the intersection of physical activity with modern and historical social issues. This course provides students with an overview of the historical and contemporary issues regarding a range of social issues in sport and activity (including race, class, the economy, technology, and popular culture). In this course, students will participate in and facilitate conversations about social issues.

PSY 509 ADVANCED SOCIAL PSYCHOLOGY

Prerequisite: PSY 309

This course provides a foundation of the classic theories and history of Social Psychology. Students will learn a comprehensive overview of the field of social psychology. The course covers many social psychological theories, common and contemporary methodologies and factors that influence us and our behavior in the social world.

PSY 521 RESEARCH METHODS IN SPORT AND PERFORMANCE PSYCHOLOGY

This course provides an overview of quantitative, qualitative, and mixed-methods approaches used in sport and performance psychology research. Students will search for, read, and apply research in this course. Sampling procedures, ethical considerations, statistics, data analysis, validity, and reliability will also be discussed. As a culmination of the course, students will critically analyze the literature to develop and carry out their own research project.

PSY 575 ADVANCED COMMUNICATION AND COUNSELING TECHNIQUES FOR SPORT PSYCHOLOGY

Prerequisites: PSY 500, PSY 509

This is an advanced inquiry into the study of communication skills for interviewing and counseling. The ethical issues associated with psychotherapy are included. The course will cover the major theoretical approaches, and approaches to working with individuals and teams. This course requires hands-on application of techniques as well as critical evaluation of our own thoughts and beliefs.

PSY 583 ADVANCED THEORIES AND CONCEPTS OF PERSONALITY PSYCHOLOGY

Prerequisites: PSY 500, PSY 521

This course familiarizes students with the fundamental ways that we as humans differ from each other, specifically delving into the patterns and coherence that we have as individuals. This course will provide students with a strong foundation in the history and controversies of Personality psychology. Students will gain a familiarity with the theory and research in the field of personality psychology.

PSY 599 FIELDWORK IN SPORT AND PERFORMANCE PSYCHOLOGY I

Prerequisites: PSY 500, PSY 575

This course focuses on students' experience in the field of sport and performance psychology. During the fieldwork, students are required to attain 100 hours of direct contact, 75 hours in support activities, and 25 hours in mentorship. Each student will be assigned a mentor that they meet with weekly. Students will share their experiences during these weekly sessions and review written, audio, and/or video recordings of their work. Additionally, group supervision will be held once every other week.

BIO 605 SPORT PHYSIOLOGY AND BIOMECHANICS

Prerequisites: PSY 500, PSY 599

This course provides an overview of the physiological, biomechanical, and motor principles in sport. In this course students will learn and apply the principles of physiology, biomechanics, and motor control processes. Students will learn practical skills to understand the common movements of specific sports and create trainings and feedback schedules to teach these movements.

PSY 636 PROFESSIONAL STANDARDS AND ETHICS IN SPORT AND PERFORMANCE PSYCHOLOGY

Prerequisites: PSY 500, PSY 575

This course will cover relevant ethical standards of professional practice, as well as ethical decision-making models in sport and performance psychology. Students will build the capacity to identify ethical issues and develop skills to navigate them. Topics will include legal issues, credentialing, and properly presenting professional roles.

PSY 646 DIVERSITY, EQUITY, AND INCLUSION IN SPORT

Prerequisites: PSY 500, PSY 575

This course provides students with an overview of the historical and contemporary issues regarding diversity, equity and inclusion in sport and performance. In this course, students will participate in and facilitate conversations about diversity, equity, and inclusion in the classroom and with coaches and athletes. Students will learn about and engage in discussions on topics including but not limited to social class, ethnicity, race, gender, sexuality, and religion. The course will teach students to be aware of intersectional identities, and how concepts related to diversity, equity, and inclusion can impact performance and well-being.

PSY 677 ADVANCED PSYCHOLOGICAL DISORDERS

Prerequisites: PSY 500, PSY 636

This course familiarizes students with the major psychiatric disorders and their impact on individual and team performance. This includes an introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). This course will include recognizing mood and anxiety disorders, eating disorders, personality disorders, and substance use disorders.

PSY 699 FIELDWORK IN SPORT AND PERFORMANCE PSYCHOLOGY II

This course focuses on students' continuing experience in the field of sport and performance psychology as started during PSY 599: Fieldwork in Sport and Performance Psychology I. During the fieldwork, students are required to attain 100 hours of direct contact, 75 hours in support activities, and 25 hours in mentorship. Each student will be assigned a mentor that they meet with weekly. Students will share their experiences during these weekly sessions and review written, audio, and/or video recordings of their work. Additionally, group supervision will be held once every other week.





School of Business

Welcome to the Academic Year 2024-25! I am thrilled to present the many exciting opportunities and updates that await you this year.

At Menlo College, our majors are designed to meet the dynamic demands of Silicon Valley and the global market, providing you with the knowledge and skills necessary to excel in your chosen career path. Additionally, we offer minor degrees integral to your education, carefully crafted to provide a well-rounded education highly valued in the competitive job market. Last year, we launched a cutting-edge Master of Science in Information Systems (STEM Designation) and Master of Art in Sports and Performing Psychology to enhance your academic and professional growth further.

As part of our commitment to providing a global perspective, we offer an annual Academic Global Immersion program to Dubai, United Arab Emirates. This unique opportunity allows you to study in a different cultural and economic context, providing a global network and a broader understanding of business practices. Furthermore, we have partnered with renowned organizations to bring the Silicon Valley Immersion program to our campus and immerse in the business-tech industry, giving you firsthand experience of Silicon Valley's innovative and entrepreneurial spirit.

Internships are essential to your educational journey, and we are excited to offer fantastic internship opportunities both in California and globally. Our extensive network of industry partners provides access to internships in prestigious companies, allowing you to apply your classroom knowledge in real-world settings.

Lastly, we are thrilled to introduce a three-year graduation path. This accelerated program allows you to complete your degree quickly, saving time and money. If you are up for the challenge, our dedicated faculty and advisors will support you throughout your journey.

Please explore our website, menlo.edu, meet with your academic advisors, and take advantage of the resources available on our campus. I invite you to meet with me and participate in all the academic competitions and clubs we offer. Your journey at Menlo College is just beginning, and we are excited to witness your growth, accomplishments, and impact.

Welcome to an exceptional academic year filled with endless possibilities!

Dr. Mouwafac Sidaoui
Dean, School of Business
Vice President for Academic Affairs

SCHOOL OF BUSINESS

Bachelor of Science in Business

The Bachelor of Science in Business program is the embodiment of Menlo College's mission and, with its choice of professional majors, provides an excellent foundation from a variety of perspectives for fulfilling careers in today's rapidly evolving, global business environment.

As a means of assuring constructive change in business and society, the College is strongly committed to innovation and entrepreneurship as critical elements in the Business degree. These habits are reinforced in many of its courses, both by lectures and experiential exercises, in order to encourage in students the creative approaches to decision making and problem solving that are critical in our fast-paced lives. In addition, tomorrow's managers must establish ongoing processes of renewal in our institutions and organizations if we are to achieve our individual and social potential, and the Business major provides students with these tools and the desire to use them for the common good.

All Business majors will complete a common 14-course core sequence. They may choose from 10 majors. Students may attempt to complete a double major. However, no courses may be double counted towards meeting major (not core) requirements. Hence, a double major will likely take more than four years of study.

Finally, Business majors are required to complete an internship while completing the academic elements of the curriculum. Menlo College is perfectly situated in Silicon Valley to take advantage of such workplace experiences and has made connections with hundreds of local companies, from legendary high tech firms to emerging Silicon Valley start-ups. The Internship Program staff will assist students with searching for an internship.

Business students pursuing double majors will not complete two internships. Double majors will complete one internship in the first major only.

The Assurance of Learning requirement of AACSB involves defining a set of student learning outcomes that every business major is expected to achieve:

- Written Communication Proficiency
- Critical Thinking Proficiency
- Oral Communication Proficiency
- Accounting Literacy
- Marketing Literacy
- Finance Literacy
- Statistics Literacy
- Quantitative Skills
- Business Knowledge
- Business Ethics

OVERVIEW: Bachelor of Science in Business

General Education	36 UNITS
Business Core Requirements & Senior Capstone	42 UNITS
Major	30 UNITS
Accounting	
Business Analytics	
Entrepreneurship and Innovation	
Finance	
International Business	
Marketing	
Real Estate	
Sports Management	
Open Electives	12 UNITS
TOTAL:	120 UNITS

BUSINESS CORE AND SENIOR CAPSTONE REQUIREMENTS (42 UNITS)

The following courses are required of all Business students:

ACC 201	Principles of Financial Accounting
ACC 202	Principles of Managerial Accounting
ECO 200	Macroeconomics & Global Economy
ECO 201	Microeconomics
MTH 251	Statistics
MGT 101	Discovering Business
MGT 217	Organizational Behavior
MKT 216	Principles of Marketing
MCM 257	Public Speaking
MGT 213	Supply Chain Operations
MGT 206	Business Law
FIN 220	Principles of Finance
MGT 227	Business Ethics
MGT 400	Strategic Management Capstone (*must be taken at Menlo College*)

ACCOUNTING MAJOR

The Accounting Major is designed to prepare a student for a career in accounting, either in the corporate arena, or in public accounting. Accounting majors select one of two possible tracks: Accounting Major or Accounting Major-CPA Track. The requirements for the tracks are as follows:

1. Accounting Major (120 UNITS) for non-CPA students.

Accounting Major (24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)

ACC 301	Intermediate Financial Accounting I
ACC 302	Intermediate Financial Accounting II
ACC 311	Accounting Information Systems
ACC 321	Tax Accounting: Individual

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
ACC 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

Choose four courses from the following: (12 UNITS)
ACC 300 Accounting Ethics
ACC 322 Tax Accounting: Business
ACC 410 Advanced Accounting
ACC 412 Cost Accounting
ACC 420 Auditing
FIN 321 Advanced Corporate Finance
FIN 330 Investments
FIN 335 Financial Modeling
FIN 336 Money & Capital Markets
BSA 315 Intro to Business Analytics
BSA 316 Coding for Analytics
BSA 319 Data Visualization & Bus Insight

2. Accounting Major—CPA Track (144 UNITS*) for students seeking to meet the requirements to take the CPA exams in the state of California.**

Accounting Major (27 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (27 UNITS)
ACC 300 Accounting Ethics
ACC 301 Intermediate Financial Accounting I
ACC 302 Intermediate Financial Accounting II
ACC 311 Accounting Information Systems
ACC 321 Tax Accounting: Individual
ACC 322 Tax Accounting: Business
ACC 410 Advanced Accounting
ACC 412 Cost Accounting
ACC 420 Auditing

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
ACC 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

The Accounting Major – CPA Track requires an extra 24 units: ACC 300 Accounting Ethics (3 units required) and 21 units of lower division or upper division elective units (for a total of 24 units). Students electing the CPA track option after matriculation may request a second transfer credit evaluation from the Office of the Registrar relating to additional courses. See Residency Requirements for transfer unit limitations.

The following courses are recommended for CPA students interested in a double major: FIN 321, FIN 335, BSA 319, BSA 315, and BSA 316. Additional FIN courses may be approved by the Dean of School of Business.

NOTE: *These recommended courses are not required, but it is highly encouraged for CPA students to double major in Business Analytics, Finance or Marketing.*

NOTES:
**Only Accounting Major—CPA Track students are required to complete 144 units in order to graduate.*

***To reach 150 units required for the California CPA licensure the student may fulfill the additional 6 units at Menlo College or other institution of higher learning. Students who seek certification to practice outside of California should carefully check that state's Board of Accountancy for requirements, which may vary.*

For students interested in pursuing a career as a Certified Public Accountant (CPA), please review the requirements as prepared by the board of accountancy in the state you plan to practice. For California, you are now required to obtain 150 credits of study in order to qualify for licensure as a CPA. The specific requirements as to the fields of study needed to obtain those 150 credits are quite complicated. Please review the requirements as prepared by the California State Board of Accountancy: Educational Requirements for CPA Licensure https://www.dca.ca.gov/cba/. It is highly recommended that you read the following document, which explains which Menlo courses will meet the State Board of Accountancy requirements: Educational Requirements for California CPA Licensure: Impact on Menlo Accounting Majors. https://www.dca.ca.gov/cba/.

While the Menlo Accounting program provides the educational units, studying for the CPA exams require additional individual preparation. To meet the California CPA licensure students must complete steps outlined by the California Board of Accountancy beyond the academic units. Please note that the Menlo Accounting program does not require students to obtain a CPA licensure.

ACCOUNTING MAJOR
PROGRAM LEARNING OUTCOMES (PLOs):

The Accounting program has four program learning objectives.

1. Knowledge of Accounting Reporting Process: Students will be able to label, report, construct and analyze standard financial statements, including the balance sheet, the income statement, and the cash flow statement.

2. Ability to identify, analyze and make sound decisions. Students will be able to identify the problem, analyze data and make accompanying financial decisions by successfully assessing the issue at hand and arriving at a decision, and implementing the decision.

3. Understanding the audit process and ethical issues

that may arise. Students will understand the process of auditing and understand the ethical issues associated with conducting an audit. Students will be able to use their knowledge of GAAP to evaluate that the firm is in compliance.

4. Developing professional skepticism and understanding human behavior. Students will develop a sense of professional skepticism as well as understand human behavior and attitudes, such that they acquire a flexible attitude to appraise accounting concepts in an innovative society.

BUSINESS ANALYTICS MAJOR (30 UNITS)

The Business Analytics Major prepares students for positions involving data management, visualization, descriptive, predictive, and prescriptive modeling, and communication of business insights across a variety of industries.

Business Analytics Major (24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)

BSA 315 Intro to Business Analytics
BSA 316 Coding for Analytics
BSA 319 Data Visualization & Business Insight
BSA 320 The Art of Thinking Like a Data Scientist

Choose four courses from the following: (12 UNITS)

BSA 401 Digital Transformation
BSA 402 Intro to Artificial Intelligence
BSA 410 Silicon Valley Immersion
BSA 411 Academic Global Immersion
BSA 420 Technoethics & Responsibility
BSA S Special Topics in Business Analytics
ENI 403 Design Thinking
MGT 309 Role of Blockchain in Business Mode Innovation (*crosslist* **BSA 309**)
MKT 335 Marketing Research

Internship Required: (6 UNITS)

MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)

*Can be waived for transfer students.

BUSINESS ANALYTICS MAJOR PROGRAM LEARNING OUTCOMES (PLOs)

1. Data-Driven Decision-Making Students will be able to apply analytic models and appropriate statistical techniques to make well-informed business decisions.

2. Designing for Insights Students will be able to create, collect, organize, and analyze datasets using both quantitative and qualitative research methodologies.

3. Communicating Actionable Insights and Applications Students will be able to communicate, present, and visualize the results of their data analyses.

4. Ethical Data Decision-Making Students will understand and apply ethical principles in determining data-driven insights.

ENTREPRENEURSHIP AND INNOVATION MAJOR (30 UNITS)

Menlo College offers the unique opportunity to study entrepreneurship in the center of the world's top innovation hub: Silicon Valley. The Entrepreneurship and Innovation major at Menlo College prepares students for a broad variety of careers in the entrepreneurship field. This includes but is not limited to starting a new business, taking over an already existing business, creating and launching innovations in new and established businesses, or working for supporting organizations such as consulting businesses, venture capitalists, startup incubators and accelerators. Next to learning the basics of entrepreneurship and innovation in the core curriculum, the major provides students with the opportunity to customize their learning experience through a variety of electives. Here important areas are technology as well as social entrepreneurship and sustainability. In addition, courses offer insights into the world of Silicon Valley and what it means to start and grow a business in this unique environment.

Entrepreneurship and Innovation Major
(24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)

ENI 301 Principles of Entrepreneurship & Innovation
ENI 302 Launching a Startup
FIN 442 Entrepreneurial Finance
MKT 317 Entrepreneurial Marketing

Choose four courses from the following: (12 UNITS)

ENI 365 Social Entrepreneurship
ENI 318 New & Sustainable Product Development (*crosslist* **MKT 318**)
ENI 405 International Entrepreneurship (*crosslist* **INB 405***)
ENI 403 Design Thinking
ENI 446 FinTech (*crosslist* **FIN 446**)
MGT 305 Creative Collaboration
MKT 337 Digital Marketing
BSA 319 Data Visualization & Business Insight
BSA 320 The Art of Thinking Like a Data Scientist
BSA 410 Silicon Valley Immersion
ENI S Special Topics in Entrepreneurship and Innovation

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

ENTREPRENEURSHIP AND INNOVATION MAJOR PROGRAM LEARNING OUTCOMES (PLOs):

After having completed the Entrepreneurship and Innovation major at Menlo College, students will be able to:
1. understand how to successfully start an organization and apply entrepreneurial principles in already existing ventures,
2. apply innovation and creativity principles to encourage and increase the innovativeness of organizations, also in connection with supporting social and sustainability efforts,
3. evaluate entrepreneurial ventures and recommend appropriate actions to increase success rates and
4. understand the importance of the (international) entrepreneurial environment including Silicon Valley.

FINANCE MAJOR (30 UNITS)

The Finance Major is designed for the student who would like a career in corporate finance, banking, venture capital, or the financial markets. Due to the quantitative nature of the field, a substantial background in mathematics is required.

Finance Major (24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)
FIN 321 Advanced Corporate Finance
FIN 330 Investments
FIN 335 Financial Modeling (*crosslist* **RLS 335**)
FIN 336 Money and Capital Markets

Choose four courses from the following: (12 UNITS)
FIN 306 Behavioral Finance and Economics (*crosslist* **ECO 306**)
FIN 431 Investment Funds Management
FIN 433 Real Estate Finance (*crosslist* **RLS 433**)
FIN 438 International Finance (*crosslist* **INB 438**)
FIN 442 Entrepreneurial Finance
FIN 446 FinTech (*crosslist* **ENI 446**)
FIN 447 Financial Analysis, Valuation & Appraisal (*crosslist* **RLS 447**)
FIN 465 Financial Futures, Swaps, & Options Decrypted
FIN S Special Topics in Finance

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

FINANCE MAJOR PROGRAM LEARNING OUTCOMES (PLOS):

Students are trained to develop (a) practice-oriented quantitative skills requiring knowledge of Excel, (b) familiarity with multiple sources of financial data, and (c) the ability to present quantitative data in an understandable format. Desired learning outcomes for finance major students are.
1. Project Valuation: Students will learn and be able to present different project valuation techniques and criteria used for project acceptance/rejection decisions and how to apply the appropriate cost of capital to projects.
2. Financial Decision Making at Large: Students will be able to analyze and present financial decisions made by various types of firms in real life business environments and relate these decisions to theoretical concepts covered in the classroom.
3. Security Valuation: Students will learn different security valuation techniques and selection criteria for different sources of capital. They will learn how to calculate a company's cost of capital and ways to minimize it.
4. Portfolio Analysis: Students will be able to analyze the historical performance of a portfolio of securities and estimate the portfolio's statistical properties.

INTERNATIONAL BUSINESS (30 UNITS)

The International Business major at Menlo College prepares students for careers in the area of international business. Its attention to key aspects of business in the international context—economics, finance, marketing, supply chain, legal and ethical issues, entrepreneurship, negotiation, social and sustainability aspects—paired with its focus on global immersion, both in Silicon Valley, the global innovation hub, and at select international locations, enable students to pursue a variety of careers in existing and new organizations. A broad selection of electives provides students with the opportunity to customize their program of study along either hard or soft sides of international business thus enabling them to build meaningful careers and development trajectories.

International Business Major
(24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)
INB 300 Principles of International Business
INB 302 International Marketing (*crosslist* **MKT 302**)
INB 438 International Finance (*crosslist* **FIN 438**)
INB 371 Social Impact in a Global Economy

Choose four courses from the following: (12 UNITS)
INB 304 Sustainable Business (*crosslist* **RLS 304**)
INB 404 International Law and Organizations
ECO 301 International Economics

MCM 335 Negotiation and Persuasion
BSA 410 Silicon Valley Immersion
INB 405 International Entrepreneurship (*crosslist* **ENI 405**)
BSA 411 Academic Global Immersion (*crosslist* **INB 411**)
INB 406 Global Supply Chain
INB S Special Topics in International Business

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

INTERNATIONAL BUSINESS MAJOR PROGRAM LEARNING OUTCOMES (PLOs):

After having completed the International Business major at Menlo College, students will be able to:
1. understand the international business environment, the nature of national differences and their impact on business, the role of international organizations (e.g., the World Trade Organization, the World Bank), the role of government policy and international trade;
2. understand the nature of opportunities in the international business environment and ways to pursue them in the ethical manner via existing organizations and entrepreneurial startups;
3. understand organizing and managing business functions (marketing, finance, etc.) in the global context;
4. identify effective competitive, corporate, and international strategies and adequate market entry modes to ensure sustainable competitive advantage globally.

MARKETING MAJOR (30 UNITS)

The Marketing Major is designed for students who are interested in solving consumer problems and fulfilling the unmet needs in the market through the value creation process, and ultimately building strong customer relationships and achieving customer success, with the marketing practices. Career opportunities include sales, product management, digital marketing, advertising, and marketing research among others. Individuals with a strong marketing background are well equipped to become entrepreneurs developing their own businesses.

Marketing Major (24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)
MKT 309 Strategic Marketing Management
MKT 335 Marketing Research
MKT 336 Consumer Behavior
MKT 337 Digital Marketing

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

Choose four courses from the following: (12 UNITS)
MKT 302 International Marketing (*crosslist* **INB 302**)
MKT 419 Integrated Marketing Communications
MKT 441 Designing & Managing the Customer Experience
MKT 417 Entrepreneurial Marketing
MKT 318 New & Sustainable Product Development (*crosslist* **ENI 318**)
MKT 352 Political Marketing (*crosslist* **POL 352**)
MKT 402 Marketing & Advertising in Sports Industry (*crosslist* **SMG 402**)
BSA 319 Data Visualization and Business Insight
BSA 410 Silicon Valley Immersion

MARKETING MAJOR PROGRAM LEARNING OUTCOMES (PLOs):

The following are the Marketing Department's PLOs.
1. Students will be able to conduct primary and secondary research to identify potential markets, the needs/wants of consumers, and appropriate market segmentation as a result of taking MKT 335 – Marketing Research and completing the research project therein.
2. Students will be able to describe consumers for a given set of products or services and understand why consumers behave the way they do in regard to their buying decisions as a result of taking MKT 336 – Consumer Behavior.
3. Students will understand digital marketing strategies available on the Internet in the context of the traditional elements of product, price, place and promotion. Students will be able to create a digital marketing plan for a product or service as a result of taking MKT 337–Digital Marketing.
4. Students will be able to analyze a complex market-based problem, identify potential solutions, recommend a strategy and defend it as a result of preparing case studies in MKT 309 – Strategic Marketing Management.
5. In addition, students will get more in-depth understanding of their fields of interest, from the electives, such as international marketing (INB 302), entrepreneurial marketing (MKT 417), political marketing (MKT 352), sporting marketing (MKT 402) and more specialized areas or most current topics in marketing.

REAL ESTATE MAJOR (30 UNITS)

Real Estate courses offered by Menlo College fulfill the education requirements of the California Department of Real Estate to sit for the real estate license examination. Submission of an official transcript showing the appropriate classes is sufficient to establish completion of educational requirements. In addition, those students who receive a Bachelor's Degree in Real Estate, or a Real Estate Minor in conjunction with another degree, may use that degree, in lieu of two years' of industry practice, to fulfill the experience requirement to sit for the real estate broker's examination.

Real Estate Major
(24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)

RLS 233 Principles of Real Estate
RLS 315 Real Estate Law
RLS 317 Commercial Property Management
RLS 433 Real Estate Finance (*crosslist* **FIN 433**)

Choose four courses from the following: (12 UNITS)

RLS 304 Sustainable Business (*crosslist* **INB 304**)
RLS 410 Real Estate Literature
RLS 335 Financial Modeling (*crosslist* **FIN 335**)
MCM 335 Negotiation and Persusaion
RLS 440 Planning Policy, Process & Politics of Development
RSL 445 Real Estate Economics & Market Analysis
RSL 447 Financial Analysis, Valuation & Appraisal (*crosslist* **FIN 447**)
RLS S Special Topics in Real Estate

Internship Required: (6 UNITS)

MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)

*Can be waived for transfer students.

REAL ESTATE MAJOR PROGRAM LEARNING OUTCOMES (PLOS):

1. Real Estate Law, Economics and Finance Students will understand the legal, economic, and financial underpinnings of the real estate market, including the regulatory environment and public policy implications.

2. Real Estate Principles and Practice Students will have familiarity with the basic characteristics of both residential and commercial real estate and their subtypes, as well as functional knowledge of sales transactions, finance and investments, asset and portfolio management.

3. Applications of Real Estate Knowledge Students will be able to apply academic knowledge in order to value, acquire, develop, finance, invest, and manage real property with a focus on the Triple Bottom Line for positive Financial, Environmental, and Social returns.

4. Effective Communication Students will know the appropriate real estate terminology and be able to make professional presentations and create written materials that effectively communicate.

Real Estate Licenses

Menlo students who complete two required and one elective Real Estate courses qualify to take the California Department of Real Estate **basic real estate license examination**, which is a prerequisite for many careers in real estate, including commercial and residential property sales and management, as well as corporate and sports facilities. Students who receive a Bachelor's Degree in Real Estate or a Real Estate Minor along with another bachelor's degree may waive the two years of work experience that is required to take the **advanced real estate examination**, which may open up opportunities to start their own real estate company.

SPORTS MANAGEMENT MAJOR

(30 UNITS, INCLUDING INTERNSHIP)

The Sports Management Major prepares students for internal positions in sports organizations, professional or college/university sports teams, fitness or recreation centers, governing bodies of various sports leagues, public marketing, radio, television, and events management, as well as admission into post-graduate studies in Sports Management.

Sports Management Major
(24 UNITS & INTERNSHIP 6 UNITS)

The following courses are required: (12 UNITS)

SMG 250 Introduction to Sports Management
SMG 307 Research Methods in Sports Management
SMG 308 Sports Analytics
SMG 402 Marketing & Advertising in the Sports Industry (*crosslist* **MKT 402**)

Choose three courses from the following: (9 UNITS)

SMG 312 Sports Psychology (*crosslist* **PSY 312**)
SMG 401 Legal and Social Issues in Sports Management
SMG 403 Sports Sponsorship & Sales Management
SMG 404 Ethics in Sports Management
SMG 405 History of Sports
MKT 337 Digital Marketing

Choose one course from the following: (3 UNITS)

SMG 410 Sports Finance (*crosslist* **FIN 410**)
SMG 412 Economics of Sports
SMG S Special Topics in Sports Management

Internship Required: (6 UNITS)
MGT 300 Exploring Menlo Pathways (1 UNIT)*
MGT 301 Internship Preparation (1 UNIT)
MGT 499 Internship in Major (4 UNITS)
*Can be waived for transfer students.

SPORTS MANAGEMENT MAJOR PROGRAM LEARNING OUTCOMES (PLOs):

1. Knowledge of the Sports Industry
Students will be able to demonstrate familiarity with different subdisciplines within the field of sports management and be able to describe the basic characteristics of the sports industry.

2. Research in Sports Management
Students will be able to apply the appropriate research strategies and interpret findings from their studies of sports management.

3. Organizational Issues of Sports and the Industry
Students will be able to develop promotional materials, engage in sales, and manage facilities and events in the sports industry. Students will also be able to comprehend management and ethical issues that sports organizations face.

4. Computational Analysis of Sports Organizations and the Industry
Students will be able to understand the economic and financial environment of the sports industry, as well as apply the appropriate data analysis techniques to examine inquiries into the sports industry.

School of Business Minors

ACCOUNTING MINOR (12 UNITS)

The Accounting Minor allows students to learn the development and use of finance and accounting information by decision-makers. The accounting minor is valuable to students seeking an understanding of the accounting process and its applications in modern society. Accounting is the language of business, and fluency in accounting opens many doors. With an accounting minor degree, students learn to appreciate the importance of accounting as it pertains to other career tracks such as consulting, finance, investments, project management, operations, entrepreneurship and general management.

The following courses are required: (9 UNITS)
ACC 301 Intermediate Financial Accounting I
ACC 321 Tax Accounting: Individual
ACC 412 Cost Accounting

Choose one from the following courses: (3 UNITS)
ACC 300 Accounting Ethics
ACC 302 Intermediate II
ACC 322 Tax Accounting: Business
ACC 311 Accounting Information Systems

BUSINESS ANALYTICS MINOR (12 UNITS)

The Business Analytics Minor prepares students for positions involving data management, visualization, descriptive, predictive, and prescriptive modeling, and communication of business insights across a variety of industries. The minor's mission is to be responsive to serving our students with relevant and practical learning experiences essential in an ever- changing and complex economy.

The Business Analytics minor requires 12 units. Students do not need to earn more than 120 units towards the degree to earn the minor.

The following courses are required: (9 UNITS)
BSA 315 Introduction to Business Analytics
BSA 316 Coding for Analytics
BSA 319 Data Visualization and Business Insight

Choose one from the following courses: (3 UNITS)
BSA 320 The Art of Thinking Like a Data Scientist
BSA 401 Digital Transformation
BSA 402 Introduction to Artificial Intelligence
BSA 410 Silicon Valley Immersion
BSA 420 Technoethics and Responsibility
BSA S Special Topics in Business Analytics
ENI 403 Design Thinking
MGT 309 Role of Blockchain in Business Model Innovation (*crosslist* **BSA 309**)
MKT 335 Marketing Research

HUMAN RESOURCES MANAGEMENT/PEOPLE OPERATIONS MINOR (12 UNITS)

The Human Resources Management/People Operations Minor degree is open to students of all majors. The skill set to functionally manage relationships, attract, qualify, select, and design onboarding systems for top level talent, and to design and foster professional and psychologically safe work environments, will remain paramount. The HRM minor will include strategic HR management and best employment practices, industrial organizational psychology, and organizational development, as well as competitive compensation and motivational strategies to optimize employee performance and individual/organizational ROI and deliver on value. Students who earn the minor will be more strategically positioned to accept and excel in further management training in the field and in graduate-level work.

The following courses are required: (9 UNITS)
HRM 300 Principles of Human Resource Management
HRM 316 Strategic Human Resource Management
HRM 317 Talent Acquisition & Development

Choose one from the following courses: (3 UNITS)
HRM 318 Total Compensation & Rewards
HRM 424 Teamwork in the Workplace
BSA 319 Data Visualization

PROFESSIONAL SALES AND BUSINESS DEVELOPMENT MINOR (12 UNITS)

The Professional Sales and Business Development minor provides students with skills necessary for success in a sales career and building mutually beneficial professional relationships. The ability to sell and negotiate is the ability to effectively communicate the value of an idea, product, or service and to create win-win situations. Many high-level executives and organization leaders started as salespeople and rose to the top of their professions by effectively using sales skills. The Professional Sales and Business Development minor degree is open to students of all majors. We offer theory, frameworks, and tools to help students develop and enhance customer relationships and meet needs by creating, communicating, and delivering value. It will also help students build resources and academic credentials to pursue sales-related careers and understand the role of professional selling businesses and related organizations. Students who have earned the minor can contribute revenue to a hiring organization while also being more prepared to accept continued sales and management training. The minor in Professional Sales and Business Development requires completion with a passing grade of 12-semester credit units of Professional Sales and Business Development courses.

The following courses are required: (9 UNITS)
MGT 367 Sales Strategy and Outreach
MGT 368 Digital Sales and CRM
MCM 335 Negotiation and Persuasion

Choose one course from the following: (3 UNITS)
BSA 319 Data Visualization and Business Insight
MGT 309 Role of Blockchain in Business Model Innovation (*crosslist* **BSA 309**)
MCM 321 Graphic Design for Print and Web
BSA 401 Digital Transformation
ENI 403 Design Thinking
MKT 417 Entrepreneurial Marketing
PSY 309 Social Psychology
SMG 403 Sports Sponsorship & Sales Management

REAL ESTATE MINOR (12 UNITS)

The Real Estate Minor will provide foundational knowledge and some practice in preparation for careers where real estate companies may be clients or customers, particularly in finance and accounting. Moreover, real estate is an aspect of the business of many types of firms from corporate enterprises in the retail, industrial, health and tech sectors, to as well as non-profit organizations and governmental agencies at the local, state and national level. The Real Estate Minor can be combined with business majors such as in accounting, finance and marketing but also may be advantageous for students majoring in sports management, international management, and business analytics all of which have real estate aspects to many positions. Human resources majors may also find a minor in real estate attractive as human resource offices of large corporations often are combined with facilities and event management and having some real estate knowledge would be a positive factor in advancing a career in those firms.

The following courses are required: (6 UNITS)
RLS 233 Principles of Real Estate
RLS 315 Real Estate Law

Choose two courses from the following: (6 UNITS)
RLS 317 Commercial Property Management
RLS 410 Real Estate Literature
RLS 433 Real Estate Finance
RLS 440 Planning Policy, Process & Politics of Development
RLS 445 Real Estate Economics and Market Analysis
RLS S Special Topics in Real Estate

SPORTS ANALYTICS MINOR (12 UNITS)

The Sports Analytics minor bridges two of Menlo College's existing programs in Sports Management and Business Analytics. This interdisciplinary program aims to instill an understanding of Sports Analytics, offering exposure to foundational knowledge, insights into industry challenges, and hands-on experience with analytical approaches. Students will be prepared to navigate the intersection of these two fields and specifically make well-informed decisions related to Sports Analytics. After completing the Sports Analytics minor, students will be able to use cutting-edge tools and methodologies to address current challenges in the sports industry, preparing them for roles such as sports data analysts, performance consultants, and strategic advisors.

FOR SPORTS MANAGEMENT MAJORS:

The following course is required: (3 UNITS)
BSA 315 Introduction to Business Analytics

Choose two courses from the following: (6 UNITS)
BSA 316 Coding for Analytics
SMG S Sleep & Sports Performance (under development)
SMG 410 Sports Finance
SMG 412 Economics of Sports

Choose one from the following courses: (3 UNITS)
BSA 315 Introduction to Business Analytics
BSA 319 Data Visualization and Business Insight
BSA 320 The Art of Thinking Like a Data Scientist
BSA 401 Digital Transformation
BSA 410 Silicon Valley Immersion
BSA 411 Academic Global Immersion
BSA 420 Technoethics and Responsibility

FOR NON-SPORTS MANAGEMENT MAJORS:

The following courses are required: (6 UNITS)
SMG 250 Introduction to Sports Management
SMG 308 Sports Analytics

Choose from the following pathways:

PATHWAY 1: (6 UNITS)
The following course is required: (3 UNITS)
BSA 315 Introduction to Business Analytics

Choose one from the following courses: (3 UNITS)
SMG 307 Research Methods in Sports Management
SMG 410 Sports Finance
SMG 412 Economics of Sports
BSA 315 Introduction to Business Analytics
BSA 316 Coding for Analytics
BSA 319 Data Visualization and Business Insight
BSA 320 The Art of Thinking Like a Data Scientist
BSA 401 Digital Transformation
BSA 402 Introduction to Artificial Intelligence
BSA 410 Silicon Valley Immersion
BSA 411 Academic Global Immersion
BSA 420 Technoethics and Responsibility

PATHWAY 2: (6 UNITS)
If BSA 315 has already been completed to satisfy other requirements, then choose one from the following courses: (3 UNITS)
BSA 316 Coding for Analytics
BSA 319 Data Visualization and Business Insight
BSA 320 The Art of Thinking Like a Data Scientist
BSA 401 Digital Transformation
BSA 402 Introduction to Artificial Intelligence
BSA 410 Silicon Valley Immersion
BSA 411 Academic Global Immersion
BSA 420 Technoethics and Responsibility

Choose one from the following courses: (3 UNITS)
SMG 307 Research Methods in Sports Management
SMG S Sleep & Sports Performance (under development)
SMG 410 Sports Finance
SMG 412 Economics of Sports
BSA 315 Introduction to Business Analytics
BSA 316 Coding for Analytics
BSA 319 Data Visualization and Business Insight
BSA 320 The Art of Thinking Like a Data Scientist
BSA 401 Digital Transformation
BSA 402 Introduction to Artificial Intelligence
BSA 410 Silicon Valley Immersion
BSA 411 Academic Global Immersion
BSA 420 Technoethics and Responsibility

SPORTS MANAGEMENT MINOR (12 UNITS)

The overarching mission of the Sports Management minor degree program at Menlo College is to enhance students' understanding of the field. The minor will provide students: (1) exposure to basic knowledge of the field, (2) understanding of overarching issues faced by sports organizations and the industry, (3) experience with analytical approaches commonly used in the field, and (4) focused coverage of other areas in Sports Management.

The following course is required: (3 UNITS)
SMG 250 Introduction to Sports Management

Choose one from the following courses: (3 UNITS)
SMG 405 History of Sports
SMG 307 Research Methods in Sports Management
SMG 312 Sports Psychology (*crosslist* **PSY 312**)
SMG 401 Legal & Social Issues in Sports Management
SMG 402 Marketing & Advertising in the Sports Industry (*crosslist* **MKT 402**)
SMG 404 Ethics in Sports Management
SMG 403 Sports Sponsorship & Sales Management

Choose one from the following courses: (3 UNITS)
SMG 308 Sports Analytics
SMG 410 Sports Finance (*crosslist* **FIN 410**)
SMG 412 Economics of Sports

Choose any Sports Management course not previously completed, see SMG course offerings (3 UNITS).



School of Business Course Descriptions

Please note the following:

- Courses are three (3) units unless otherwise noted.
- Prerequisites for a course, if any, are listed following the course title.

Course Numbers:

- Courses numbered 100-199 are first-year level and lower division.
- Courses numbered 200-299 are sophomore level and lower division.
- Courses numbered 300-499 are upper division (junior and senior level). These courses usually have prerequisites.
  NOTE: *First-year students should not register for upper division courses. Courses numbered 01 and 099 are remedial. These courses are not for credit, but they do count toward full-time enrollment. 298 or 498 courses are Individual Directed Research (IDR). Prior to Fall 2023, 498 courses may be lower-division or upper-division, see IDR.*
- Internships are required for students in business. (See "Internships" for more information.)
- Individual Directed Research (IDR) is available in several different fields and levels. See course description for more information.

Accounting (ACC)

ACC 201 PRINCIPLES OF FINANCIAL ACCOUNTING

Prerequisites: MGT 101, concurrent enrollment in MTH 110, ENG 101 "C-" or better
Requirement: "C-" or better

Principles of Financial Accounting is the first of a two-semester introduction to accounting. The class covers accounting concepts and principles, evaluating and recording business transactions, adjustments, trial balance, prepaids, accruals to close the books to the financial statements. Students compile and analyze income statements, balance sheets and owner's equity statements. The goal of the course is to prepare students for business decision making, using accounting information.

ACC 202 PRINCIPLES OF MANAGERIAL ACCOUNTING

Prerequisites: ACC 201 "C-" or better and MTH 110 "C-" or better

Principles of Managerial Accounting is the second of a two-semester introduction to accounting. The course provides an introduction to managerial accounting, including cost benefit analysis, ABC costing, job costing, overhead allocation, process costing, cost-volume-profit analysis, among its topics. Students compile and analyze income statements, balance sheets and owner's equity statements. The goal of the course is to prepare students for business decision making, using accounting information.

ACC 300 ACCOUNTING ETHICS

Prerequisite: ACC 201 "C-" or better

This course will provide accounting students with the outline of the Code of Professional Conduct of the American Institute of CPAs (AICPA Code) and the fiduciary duties as accountants such that they will understand their roles to enforce accounting rules as stipulated by the Generally Accepted Accounting Principles (GAAP). The course will utilize lecture and the case method to examine ethical accounting issues that may arise in practice. **NOTE:** *This course is offered every Spring semester.*

ACC 301 INTERMEDIATE FINANCIAL ACCOUNTING I

Prerequisite: ACC 202

The course strengthens knowledge of accounting beyond the principles level. It provides in depth knowledge of GAAP, FASB, AICPA code of ethics, accounting systems, income statements, balance sheets, statements of cash flows, time value of money, cash and receivables, inventory measurement, acquisition, disposal and exchange, depreciation and impairment of assets.

ACC 302 INTERMEDIATE FINANCIAL ACCOUNTING II

Prerequisite: ACC 301

The course strengthens knowledge of accounting beyond the principles level. It provides in depth knowledge of accounting for intangible assets, liabilities, owner's equity, dilutive securities and earnings per share, investments, revenue recognition, income taxes, pensions, leases, and accounting changes.

ACC 311 ACCOUNTING INFORMATION SYSTEMS

Prerequisite: ACC 202

This course provides students with analytical tools necessary to evaluate accounting information needs and to design, implement and maintain systems to support business processes and cycles. **NOTE:** *This course is offered every Fall semester.*

ACC 321 TAX ACCOUNTING: INDIVIDUAL

Prerequisite: ACC 202

This course provides an introduction to the fundamental concepts of personal income tax. It is designed to build a framework that is both useful and conceptually sound. The purpose of this course is to build knowledge of taxation and the role it plays for individual taxpayers. The course blends theory with practicality, so by the end of the semester, you will have begun to develop a framework that is both useful and conceptually sound. **NOTE:** *This course is offered every Fall semester.*

ACC 322 TAX ACCOUNTING: BUSINESS

Prerequisite: ACC 202

This course provides an introduction to the fundamental concepts of income tax accounting for businesses. Although personal income taxation is one of many important areas, the more practical area that most of you will encounter in your career will apply to taxation from a business perspective. The purpose of this course is to build knowledge of taxation and the role it plays in the business environment. We will blend theory with practicality, so by the end of the semester, you will have begun to develop a framework that is both useful and conceptually sound. **NOTE:** *This course is offered every Spring semester.*

ACC 410 ADVANCED ACCOUNTING

Prerequisite: ACC 302

The course strengthens knowledge of financial accounting beyond the intermediate level. It provides in depth knowledge of accounting consolidations, business combinations, fund accounting, partnerships, foreign exchange and other current issues. **NOTE:** *This course is offered every Spring semester.*

ACC 412 COST ACCOUNTING

Prerequisite: ACC 202

This course is designed to provide knowledge about product costing, budgeting, performance management, responsibility accounting and cost benefit analysis for decision making.

ACC 420 AUDITING

Prerequisite: ACC 302

The purpose of the course is to integrate important concepts of auditing as well as practical aspects of tests and sampling. Students will learn about the auditing profession, the audit process, application of the audit process to sales, collections and other cycles, and completing the audit.

ACC S SPECIAL TOPICS IN ACCOUNTING (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

ACC 298/ACC 498 ACCOUNTING (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

ACC 499 ACCOUNTING INTERNSHIP (4 UNITS)

Prerequisite: MGT 301 and junior class standing. Prior approval from Internship and Career Services Office (OICS).

Internships provide opportunities for hands-on experience in an area of the field of accounting that a student may want to pursue (auditing, tax, managerial, etc.). ACC499 is designed for those accounting students completing their internships with a specific group of large accounting firms

that have highly structured summer internship programs. Accounting students not completing their internships with one of these firms will participate in MGT 499 A Internship in Accounting. Also see "Internships" for general information and policies.

Business Analytics (BSA)

BSA 309 ROLE OF BLOCKCHAIN IN BUSINESS MODEL INNOVATION

Prerequisites: ENG 102 "C-" or better, MGT 101
Crosslisted with MGT 309

This course provides an introductory survey of how block-chain solutions are being applied as a driver of business model innovation in wide-ranging industries. We will examine real-life blockchain use cases, and how it is trans-forming numerous business models in global commerce and finance. A basic introduction to how block-chain tech-nology works will be covered. Regulatory and legal compli-ance frameworks that govern the emerging crypto industry will also be covered. This course is suitable for business students aspiring to careers in technology management, analytics, financial services, legal and risk compliance and digital asset investment industries. Students will be expected to complete an independent project as part of the course requirements. **NOTE:** *This course is offered every Fall semester.*

BSA 315 INTRODUCTION TO BUSINESS ANALYTICS

Prerequisites: ECO 200, MTH 251 "C-" or better

This course provides an introduction to the field of business analytics, as well as quantitative methods used to facilitate complex decision-making in business. Students will be exposed to data visualization, data mod-eling, statistical inference, forecasting, and data mining. The techniques utilized in this class can be applied in different industries, at different levels in the organization, and with different scopes of decisions. The utility of the methods covered is further enhanced by the implementa-tion of database management and analysis using Structure Query Language (SQL) to interact with data. Students in this class develop skills and learn techniques that are used to prepare and analyze data to enable them to turn ordinary questions into statements that the database can understand.

BSA 316 CODING FOR ANALYTICS

Prerequisite: BSA 315

Business analytics is one of the fastest growing segments in the world. In this course, students will learn about a multitude of features in a key aspect of analytics through coding. Students will be exposed to a coding language and will study and develop various skills related to analytics, such as importing data, preparing datasets, investigating research questions, performing various analyses, visual-izing data, and interpreting findings. These tasks will culminate in the production of a report, in which students will tackle a real-world issue in business analytics through the use of a dataset. **NOTE:** *This course is offered every Fall semester.*

BSA 319 DATA VISUALIZATION & BUSINESS INSIGHT

Prerequisites: BSA 315, MGT 101, ENG 102 "C-" or better

Data Visualization is a technique to extract insights and knowledge from text to develop better decisions for the business. This course covers theory and practice, and students will be able to extract information for better business insights. This course will include real-world strategies to discover new patterns by introducing text mining applications for business applications. Students will acquire the steps in working with text, including reading the data creating categories and checking the relationships.

The emphasis of this course will be on the importance of finding ways to discover meaning as applied to business situations through a structured process. In addition, tech-niques of visualization and storytelling will be taught. **NOTE:** *This course is offered every Spring semester.*

BSA 320 THE ART OF THINKING LIKE A DATA SCIENTIST

Prerequisites: BSA 315, BSA 316

The collision of massive data sets (fueled by web applica-tions, social media, mobile devices and the Internet of Things), dramatically decreasing storage and computing costs, and availability of advanced open-source data management and advanced analytics software is enabling organizations to leverage big data. In this course, students will learn to apply methodology using real-world use cases for identifying, validating, valuing and prioritizing where and how data and advanced analytics can deliver material that is meaningful, relevant, and has both business and operational value. Regardless of their technical or non-technical background, students should feel comfortable and confident in working with senior business executives to identify where and how data and analytics can be used to support the organization's key business initiatives.

BSA 401 DIGITAL TRANSFORMATION

Prerequisites: ENG 102 "C-" or better, MGT 101, ENI 301, BSA 315

Digital transformation is on everybody's executive agenda today as digital technologies are revolutionizing or even disrupting almost every industry and every industrial business. This course will provide our students with a unique knowledge on key digital technologies disrupting our world as we know it, what digital transformation means, how this digital transformation often leads to business model transformation, and how companies are coping with, or could cope with this disruption of their entire business model an therefore their entire existence. Unique in this course is that we will provide the students with a conceptual framework and a maturity model for such complex transformations. **NOTE:** *This course is offered every Fall semester.*

BSA 402 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Prerequisites: BSA 315, BSA 316

This course will provide the students with a functional understanding of AI. This course begins by exploring the AI ecosystem and the differences between AI, Machine Learning (ML), Deep Learning, and Natural Language Processing (NLP). The course will focus on the ethics of AI, the consequences of biased AI systems, and how to detect and handle biases. Students will learn about big data and how AI works with data including terminology and workflows. Students will also explore through hands-on workshops how to define a goal and business case for AI, how long it takes to build such a system, and how to design the project plan. **NOTE:** *This course is offered every Spring semester.*

BSA 410 SILICON VALLEY IMMERSION

Prerequisite: BSA 315, Sophomore or Junior standing

This course includes 6 visits to companies in the Bay Area or international companies centered on on site engagement with companies that are using big data to achieve a business advantage. This course is designed to enhance and extend the content in the business analytics major. We will use a combination of case studies and hands-on projects to give you experience in identifying opportunities for leveraging data to support, make, and implement decisions. We will also provide an overview of the key engineering tools used for working with business analytics, providing an introduction to some of the core projects used for both real-time data processing. The course introduces you to how analytics frames the decisions in business environments across industry domains. Students will learn how managers, with diverse analytics backgrounds, harness big data to inform decision-making. **NOTE:** *This course is offered every Fall semester.*

BSA 411 ACADEMIC GLOBAL IMMERSION

Prerequisites: ENG 100 or 101 "C-" or better, Math 110 or MTH 251 "C- or better," and MGT 101. Registration is restricted.

Menlo students are accepted after a competitive application process. This course includes a ten-day visit to Abu Dhabi and Dubai in the United Arab Emirates (UAE) centered on onsite engagements, with approximately 10–14 organizations, and a rich schedule of cultural and social events. Classes prior to the international departure include student prepared presentations on history, local customs, language, and cultural values, as well as on various political, socioeconomic and technological factors in the UAE. Deliverables at the end of the course include a summary of project work focused on one or more organizations and a reflection paper designed to enrich discussion during the last class several weeks after returning home. The course also includes an in-depth look at companies that will be visited during the trip. The schedule is co-created between students and faculty, who draw from the extensive personal database of public, private, non-profit, education and government organizations operating in the UAE.

BSA 420 TECHNOETHICS AND RESPONSIBILITY

Prerequisite: BSA 315

In today's information economy, data is a strategic organizational asset. Therefore, it must be managed as such. It stems from the collaborative and shared responsibility between business and information technologies that support a firm's performance. Data is the fundamental currency of the digital era we operate within. How data is collected, aggregated, shared, analyzed, and monetized drives the future of business and society. How an organization engages in data governance, ethics, and responsibility has critical influences on its effectiveness as well as its reputation. This course instructs students in effective data governance practices and the necessary understanding of the ethical aspects associated with the collection and use of data. **NOTE:** *This course is offered every Spring semester.*

BSA S SPECIAL TOPICS IN BUSINESS ANALYTICS

(1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Con-

tent varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

BSA 298/SPA 498 BUSINESS ANALYTICS (1- 3 UNITS)
For the course description, see "Individual Directed Research" and course syllabus.

Entrepreneurship and Innovation (ENI)

ENI 301 PRINCIPLES OF ENTREPRENEURSHIP AND INNOVATION

Prerequisite: MGT 101

Management planning and decision making can be seen quite clearly in the process that an individual initiates and sees through in undertaking a new business venture. This class will study the unique contribution of the entrepreneur in our economy and will focus on the remarkable act of determining market voids and responding to them in novel ways with new products or services. Business start-ups are occurring at record rates today, due not only to entrepreneurship's traditional appeals of ownership and independence but also to the exodus of millions of men and women from the corporate world with the continued "downsizing"made necessary by heightened global competitive pressures. After a formal grounding in the subject area, the primary focus of the class will be the step-by-step creation of a business plan for an enterprise of the student's choosing. The class will include visiting speakers from various elements of industry and will conclude with the oral presentation of finished plans to the class by students at semester's end.

ENI 302 LAUNCHING A STARTUP

Prerequisites: ENI 301, MKT 417, and FIN 442.

Launching a startup introduces students to the fundamentals of launching a startup in the modern world. This course exposes students firsthand to the building blocks of developing a successful early- stage enterprise, how entrepreneurs make decisions and overcome challenges, and what venture capitalists looks for when selecting companies for investment. Working in teams, students will devise a potential business solution to a relevant problem, develop a startup-style business plan, test their assumptions in the marketplace, and ultimately present their findings in an investor-style pitch. This course is intended for anyone considering becoming an entrepreneur, working for an innovative company, or looking to gain real-world perspective in an interdisciplinary business setting.

ENI 318 NEW AND SUSTAINABLE PRODUCT DEVELOPMENT

Prerequisite: MKT 216

Digital Entrepreneurship is drastically changing the product innovation landscape. Entrepreneurship is not limited to new startup companies but it is equally important for larger corporations (Intrapreneurship). The Product Marketing and Management function is more important than ever before. This course focuses on the marketing aspects of identifying, designing, developing and launching new products and services. This course provides an overview of the responsibilities of the Product Managers, their challenges, issues and quantitative techniques/tools they need to fulfill their responsibilities. The course covers all important aspects of new product development: opportunity identification, concept generation, product design and development, go-to-market strategy and seeking funding for the new product. This course is also suitable for entrepreneurship major and non-marketing major students who expect to interact with marketing functions in an organization.

ENI 365 SOCIAL ENTREPRENEURSHIP

Prerequisites: MKT 216, FIN 220, ENI 301

This course is designed to teach students that the concepts, tools, and practices of business can be used as a vehicle for social change, and that efforts to effect such change are not the sole responsibility of government and non-profit organizations. Students will learn essential steps for launching, building and driving a social enterprise. They will explore a range of management, marketing, financing and service process issues affecting the social enterprise sector.

ENI 403 DESIGN THINKING

Prerequisite: MGT 101

Innovation has become increasingly important for virtually every business. In an increasingly global market place, the ability to create new products, services, and experiences is crucial to business survival. Design thinking provides a powerful set of perspectives and tools for identifying, understanding, and responding to unmet needs. Entrepreneurial organizations have found these skill sets particularly valuable for identifying and exploiting emerging opportunities. A significant (and counterintuitive) aspect of innovation is the role of constraints, such as lack of resources or physical limitations. This course explores

several of the paths to innovation that focus on identifying opportunities that are driven by constraints. This class provides an opportunity to learn and practice design thinking tools. Working in teams, students will identify and evaluate an exciting opportunity, evaluate user needs, and develop and test simple prototypes.

ENI 405 INTERNATIONAL ENTREPRENEURSHIP

Prerequisite: Upper division standing, ENG 102 "C-" or better, MTH 251 "C-" or better.
Crosslisted with INB 405

This course is targeted at students interested in engaging in entrepreneurial ventures across the world. It addresses entrepreneurial activities that cross national boundaries and examines the complex environment of international entrepreneurship. The course is meant to prepare students for their careers as founders of or early hires in international ventures; investors in or advisors to international ventures; or managers of international ventures within existing corporations.

ENI 446 FIN TECH

Prerequisite: FIN 220
Crosslisted with FIN 446

There are three primary goals of the course; 1) to provide an overview of Fintech; 2) to illustrate how Fintech is implemented in practice; and 3) to understand the global trends of technology.

ENI SPECIAL TOPICS IN ENTREPRENEURSHIP AND INNOVATION (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

Finance (FIN)

FIN 220 PRINCIPLES OF FINANCE

Prerequisites: ACC 201 "C-" or better, MTH 251 "C-" or better, ECO 200, MTH 110 "C-" or better

This course focuses on corporate financial management, with an emphasis on enhancing long-term shareholder value. Topics include statement analysis, financial markets, risk and rates of return, bond and stock valuation, sources of funding, the cost of capital, time value of money, discounted cash flow analysis, capital budgeting, the IPO process, asset acquisition and management. The course is designed for practical application. The goal of the course is to prepare students for business decision-making using financial information.

FIN 306 BEHAVIORAL FINANCE AND ECONOMICS

Prerequisites: ECO 201, MTH 251 "C-" or better, MTH 110 "C-" or better, FIN 220
Crosslisted with ECO 306

Classical financial theory is based on several assumptions, including rational behavior of market participants and market efficiency. In recent decades empirical studies and experiments accumulated a body of evidence that in reality people do not always behave rationally demonstrating so-called anomalies which lead to market inefficiency. Objectives of this course are to introduce students to alternative explanations of human behavior—neoclassical utility theory and behavioral prospect theory; to study in detail financial market anomalies and paradoxes, caused by irrational behavior; and to learn how managers and regulators can take irrational behavior into account in decision making process. **NOTE:** *This course is offered every Spring semester.*

FIN 321 ADVANCED CORPORATE FINANCE

Prerequisite: FIN 220

This course is a continuation of quantitative and qualitative techniques applicable to financial management. The course is case based for practical application. It is taught in a lab environment using Excel, Power Point,and the Internet. Topics include: financial decision making for start-ups, due diligence, financial and operating leverage, optimum capital structure, risk analysis, forecasting, public versus private funding, regression analysis, dividend policy, currency fluctuation and hedging. Research sources include annual reports, 10Ks, 10Qs, proxies and prospectuses, Internet and subscription references. Emphasis is placed on current events. Case presentations and a research paper are required. The goal of the course is to prepare students for decision-making as business owners, managers, and as financial analysts.

FIN 330 INVESTMENTS

Prerequisite: FIN 220

This course examines the development of individual financial planning tools for the orderly accumulation, conservation and use (and eventual transfer) of an estate. Analysis of the investment characteristics of securities; sources of investment information; New York Stock Exchange; changing economic conditions; and income.

FIN 335 FINANCIAL MODELING

Prerequisite: FIN 220

Crosslisted with RLS 335

This course surveys Excel-based programs for obtaining and analyzing capital budgets, cash flow statements, and calculating the present values of financial securities. The course analyzes investment alternatives and presents formulas for determining rates of return and risks of portfolios. Stock market transaction systems are also described. **NOTE:** *This course is offered every Fall semester.*

FIN 336 MONEY & CAPITAL MARKETS

Prerequisite: FIN 220

This course provides a detailed overview of the major types of U.S. financial markets. The goal is to enhance your understanding of the variety of ways by which instruments, markets and institutions interact with each other, both in the U.S. and in the global financial system. Recent innovations in the context of financial instruments and institutions are discussed, and their role in changing the financial landscape is examined.

In addition, this course will cover the financial institutions, markets and mechanisms needed to effectively allocate capital to the best possible uses while accounting for the riskiness of the opportunities available. Finally we examine money, commercial banking and central banking with concentration on policy implementation by the Federal Reserve.

FIN 410 SPORTS FINANCE

Prerequisite: SMG 250/300; FIN 220

Crosslist with SMG 410

This course serves as an introduction to the financial management of sports organizations and related entities (e.g., professional and intercollegiate sports franchises). It will explore how various sports organizations generate revenue and apply analysis in financial planning. Basic financial principles will be introduced and explored in the context of professional and intercollegiate sport. Topics such as team valuation, bankruptcy, financial statements, debt, budgeting, publicly traded franchises, and other related subjects will also be examined.

FIN 438 INTERNATIONAL FINANCE

Prerequisites: FIN 220, INB 300

This course will enhance your understanding of the goals and concerns of a typical financial manager in a large corporation, either doing business overseas or having assets located in a foreign country. The scope of the course includes economic determinants of prices and policy issues that result for private enterprises and public policy makers in the realm of international financial transactions. **NOTE:** *This course is offered every Fall semester.*

FIN 431 INVESTMENT FUNDS MANAGEMENT

Prerequisites: FIN 321, FIN 335, FIN 330

The primary objective of the class is to provide a select group of students the opportunity to gain valuable hands-on experience in security research and analysis, asset valuation, asset allocation, and portfolio management, as fiduciary fund managers of an actual investment portfolio. **NOTE:** *This course is offered every Spring semester.*

FIN 433 REAL ESTATE FINANCE

Prerequisite: FIN 220

Crosslisted with RLS 433

This course studies financial decisions made in real estate: how to evaluate different properties, how to make investment decisions, and how to finance these investments. We will also talk about recent financial innovations in real estate, like mortgage-backed securities and markets for them. The course aims to provide students with concepts and techniques for analyzing financial decisions in real estate development and investment. The course begins with an overview of the fundamentals of income, producing real estate and builds on these concepts studying real estate investment analysis, financial leverage, fixed rate mortgage loans and more flexible mortgage arrangements, mortgage payment issues, debt securitization, real options, and REITs. **NOTE:** *This course is offered every Spring semester.*

FIN 442 ENTREPRENEURIAL FINANCE

Prerequisite: FIN 220

This class examines the elements of entrepreneurial finance, focusing on start-up ventures, the early stages of company development, and the IPO process. Topics include how much money to raise, when should money be raised, who should provide the financing, how to value a company, and how to structure funding. The perspectives of both the entrepreneur and the venture capitalist are considered.

FIN 446 FIN TECH

Prerequisite: FIN 220

Crosslisted with ENI 446

There are three primary goals of the course; 1) to provide an overview of Fintech; 2) to illustrate how Fintech is implemented in practice; and 3) to understand the global trends of technology.

FIN 447 FINANCIAL ANALYSIS, VALUATION & APPRAISAL

Prerequisites: FIN 220, FIN 321, FIN 335

Crosslisted with RLS 447

This is a special topics course that will offer students an opportunity of in-depth exploration and application of valuation models to support investment and managerial decisions. The theory, concepts, and principles underlying the valuation of different types of firms are addressed using extended exercises and applications. The discounted cash flow model is used as a major tool. Other valuation techniques using valuation multiples and real options are also discussed and applied in selected examples. Students will have an opportunity to apply their knowledge in valuing a real company and preparing valuation report and presentation at the end of the course.

FIN 465 FINANCIAL FUTURES, SWAPS, AND OPTIONS DECRYPTED

Prerequisite: FIN 220

This course explores advanced financial instruments such as futures, swaps and options. Students will learn to value them and how to use them for risk management purposes. A central theme in the discussions on valuation is that there should be no opportunities for riskless arbitrage in an efficient market. Students also will learn the mechanics of futures and option trading and implement trading strategies to mitigate various types of price exposures. We will also discuss specifics of trading cryptocurrency futures and other derivatives. **NOTE:** *This course is offered every Fall semester.*

FIN S SPECIAL TOPICS IN FINANCE (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

FIN 432S Risk Management & Insurance

FIN 298/FIN 498 FINANCE (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Human Resource Management (HRM)

HRM 300 PRINCIPLES OF HUMAN RESOURCE MANAGEMENT

Prerequisites: MGT 101, ENG 102 "C-" or better, ECO 200

This course provides an overview of the practice of effective human resource management. Topics include the roles and functions of HRM, the legal environment, staffing (HR planning, job analysis, recruitment and selection), performance management (performance evaluation, compensation, motivation, training and development), and workplace safety and wellness. Experiential learning elements of this course include case analyses and research-related projects. **NOTE:** *This course is offered every Fall semester.*

HRM 315 EMPLOYMENT LAW

Prerequisite: HRM 300

This course examines U.S. labor law with a review of contemporary California employment law, including laws relating to discrimination, harassment, retaliation, accommodations, wage and hour requirements, worker classification, and leaves of absence. The course will focus on the practical application of these employment laws to the work of human resource professionals. Experiential learning elements of this course include case analyses and research-related projects. **NOTE:** *This course is offered every Spring semester.*

HRM 316 STRATEGIC HUMAN RESOURCE MANAGEMENT

Prerequisite: HRM 300

This course examines the topic of human resource strategy and its alignment with business-level strategy. Topics include business and human resource strategy, strategy alignment and the evaluation of human resource functions, such as workforce planning, staffing (job analysis, recruitment, selection), employee development (performance management, evaluation, and motivation), benefits and compensation. Experiential learning elements of this course include case analyses and simulation-based training. **NOTE:** *This course is offered every Spring semester.*

HRM 317 TALENT AQUISITION & DEVELOPMENT

Prerequisite: HRM 300

This course examines the function of staffing, including job analysis, recruitment, selection, onboarding, and the use of human resources related testing within organi-

zational settings. This course also includes the function of employee training and development. The focus is on learning how to hire the right people for the job and the organization, and understanding the training processes model. Experiential learning elements of this course include simulation-based training, training project design and delivery, case analyses.

HRM 318 TOTAL COMPENSATION AND REWARDS

Prerequisite: HRM 300

This course provides a combination of ethical philosophy and practical implementation related to compensation, benefits, and work/life integration programs, commonly referred to as Total Compensation (or Rewards). Topics include pay for performance, executive pay, minimum wage, health & wellness programs, health care reform implications and the role of compensation in various models of work as a primary source of organizational talent. The course covers the variety of rewards available to both employers and employees. Experiential learning elements of this course include case analyses and research-related projects. **NOTE:** *This course is offered every Spring semester*.

HRM SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT (1-3 UNITS)

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

HRM 424 TEAMWORK IN THE WORKPLACE

Prerequisites: MGT 101, HRM 300

This course is a study of teamwork in the workplace. Teams and teamwork have never been more important than they are today. Human resource management and organizations seek to enhance the quality and performance of teams. In this course, you will focus on team tasks, team leadership and management skills, team structures, and the positive influence on the organization and systems in which teams operate. You will acquire a set of teamwork principles and skills and apply these to improve the operations of your own team and teamwork. Classroom learning will take a hands-on approach and include real-life applications, cases, highly interactive activities, and feedback.

HRM 298/HRM 498 HUMAN RESOURCE MANAGEMENT (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Individual Directed Research (IDR) (1-3 UNITS)

Individual Directed Research courses are designed for students who have a serious scholarly interest in a particular topic. An IDR gives students the opportunity to conduct closely supervised research on a chosen topic and to write a substantial paper or report based on semester long study and analysis of the research question. Research plans must be discussed with a faculty member who specializes in that particular subject area and a full proposal and plan for completing the research must be approved by the Academic Dean and Registrar prior to registration in the course. Units vary from one to three.

International Business (INB)

INB 300 PRINCIPLES OF INTERNATIONAL BUSINESS

Prerequisites: MGT 101, ENG 102 "C-" or better, ECO 200

An introductory course surveying the growth patterns and trends in international business; and the nature of the global economy and its effects on individuals, cultures, organizations, and national sovereignty. The course explores the institutional framework for managing commercial relationships between nations and the challenges of managing in the global marketplace. Specifically, the course examines theories of international trade and investment; the foreign exchange market and the international monetary system; cultural influences on management; political and economic considerations managing and organizing marketing, finances, and human resources; and manufacturing activities globally.

INB 302 INTERNATIONAL MARKETING MANAGEMENT

Prerequisites: ECO 200, MKT 216

Crosslisted with MKT 302

This course examines the distinctive issues and problems involved in the global marketing of goods and services, including economic, cultural, and political influences on customer needs and wants, competitive environments, and market segmentation and profitability. The student studies the alternative forms of participation, with special emphasis on export and import management, but also including licensing and contracting, and the use of marketing mix strategies to achieve a sustainable competitive advantage in each international market, as well as globally.

INB 304 SUSTAINABLE BUSINESS

Prerequisites: ECO 200, INB 300
Crosslisted with RLS 304

This course is designed to explore the issues, conditions, trends, and techniques for management in the twenty-first century. The ultimate challenge faced by professional management throughout the world today is how to develop sustainable business, economic, and social strategies and policies that will be compatible with the very real biological limits of our planetary system. The course critically assesses the conventional economic principles and theories that underlie the global business and economic system, and their impact on individuals, society, and the environment.

INB 371 SOCIAL IMPACT IN A GLOBAL ECONOMY

Prerequisites: INB 300, MGT 227

Social Impact in a Global Economy This course addresses managerial issues in the social, political and legal environments of business. Cases and readings emphasize strategies to improve the performance of companies in light of their multiple constituencies, in both US and international environments. Topics include emerging responsibilities in global supply chains, and global markets, business interaction with public policy in differing national contexts, constructive relationships with activists and the media, emerging shareholder expectations, as well as pressures from consumerism, and international trade policy.

INB 404 INTERNATIONAL LAW AND ORGANIZATIONS

Prerequisites: MGT 206, INB 300

An introductory course designed to provide an understanding of the basic principles and functions of international law, and the roles and responsibilities of governmental, transnational inter-governmental, and non-governmental organizations. The course provides a historical overview of the development of international law and organizations, including human rights law, business law, intellectual property, labor and environmental law, international trade, international crimes and extradition, and the legal status of nation-states, inter-governmental and non-governmental organizations, including the law of treaties, adjudication, enforcement, and concepts of sovereign immunity.

INB 405 INTERNATIONAL ENTREPRENEURSHIP

Prerequisite: Upper division standing, ENG 102 "C-" or better, MTH 251 "C-" or better.
Crosslisted with ENI 405

This course is targeted at students interested in engaging in entrepreneurial ventures across the world. It addresses entrepreneurial activities that cross national boundaries and examines the complex environment of international entrepreneurship. The course is meant to prepare students for their careers as founders of or early hires in international ventures; investors in or advisors to international ventures; or managers of international ventures within existing corporations.

INB 406 GLOBAL SUPPLY CHAIN

Prerequisite: MGT 101, MTH 102 "C-" or better or MTH 251 "C-" or better.

This course explores the latest and most important issues facing supply chain executives, as well as the basic tools, techniques, and concepts from logistics, marketing, operations management, and supply chain management in a global context. Students will examine a variety of areas in supply chain management where managers must make decisions, including modes of SCM, role of information in supply chains, sales forecasting and inventory management, fundamental elements of logistics management, warehousing management, environmental and sustainability aspects of packaging, sourcing and procurement, roles of manufacturing, marketing, and finance in global supply chains, and designing a global supply chain network.

INB 438 INTERNATIONAL FINANCE

Prerequisite: FIN 320, INB 300

This course will enhance your understanding of the goals and concerns of a typical financial manager in a large corporation, either doing business overseas or having assets located in a foreign country. The scope of the course includes economic determinants of prices and policy issues that result for private enterprises and public policy makers in the realm of international financial transactions.

INB S SPECIAL TOPICS IN INTERNATIONAL BUSINESS (1-3 UNITS)

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

INB 307S Business & Global Poverty Alleviation
INB 350S Impact Investing: Transforming How We Make Money While Making a Difference

INB 298/INB 498 INTERNATIONAL BUSINESS

For the course description, see "Individual Directed Research" and course syllabus.

Internships

INT 399 CURRICULAR PRACTICAL TRAINING (CPT)

Prerequisites: Sophomore, Junior, Senior standing.

The United States allows eligible international students the opportunity to gain on-the-job-learning through internships and fellowships that supplements knowledge gained in their academic studies. This course will provide structure and guidance for international students as they immerse themselves in a practical training experience that aligns with their major field of study. Students will be supervised by both a Menlo College faculty member and an on-site supervisor. While completing the practical training experience, students will participate in four class meetings and complete readings and assignments in which they will assess their career readiness, reflect on their career goals, and document how they are applying knowledge and skills learned in the classroom in a professional environment. Throughout the course, students will build a portfolio of work that demonstrates their progress and contributions. At the end of the course, students will integrate their practical training experience into their resume and other job search documents. Registration restricted.

- Must be an international student.
- Must be a declared major.
- Must have completed two (2) consecutive semesters at Menlo College or other U.S.-based, SEVP certified institution.
- Must be in good academic standing (2.5 GPA or higher).
- Must have no recent or active conduct investigations (unless waived).
- The practical training experience must be approved by the Office of Internships & Career Services (OICS) and International Student Services (ISS) prior to employment as a Designated School Official (DSO) must issue the student a CPT I-20 before they can begin working.

MGT 499 INTERNSHIP IN MAJOR FIELD
MGT 499(A) /ACC 499 INTERNSHIP IN ACCOUNTING (4 UNITS)

Prerequisite: MGT 301 and junior class standing. Prior approval from Internship and Career Services Office (OICS).

Internships provide students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. In addition to the on-site experience students gain from their internships, they also participate in an in-person, interdisciplinary seminar course that meets regularly during their internships. All internships for credit are reviewed and approved in advance by OICS in order to ensure that they are high-quality experiences that will result in professional growth. Students work with OICS staff to search for internship opportunities using a wide variety of resources, including established relationships with internship sites, internship postings available only to Menlo College students, postings available to the general public, and existing and newly established connections in students' professional networks. To ensure a high level of support, internships will include oversight and mentoring by both a workplace supervisor and a faculty member through the internship seminar course. OICS guides students through a series of steps to ensure successful preparation for, securing, formalizing, and completing their internships. A failure to complete any required steps by the stated deadlines can result in a potential delay in a student's graduation. OICS provides a high level of support to help students secure and complete internships, but it is the ultimate responsibility of the student to secure an internship. A minimum of 280 hours of work at the internship site is required for six (6) units of internship credit, in addition to participation in the seminar course. Internships are graded on a credit/no credit basis, with a minimum of a "C-" required for credit. Internships are to be completed in the summer between the junior and senior years. All internships must be full-time and last ten weeks.

Internships may be completed in the summer between the junior and senior year. All internships must be full-time and last ten weeks. Credit-bearing internships must also have fixed start and end dates that align with both the timing and hour requirements.

For more information about the Internship Program and Program Learning Outcomes, visit: Internship Program.

Management (MGT)

MGT 101 DISCOVERING BUSINESS

An introductory class for all students tracing the foundations of management as a field of study. Included in this class is exposure to the major functional areas of business as well as a focus on the unique contributions of innovation and entrepreneurship as agents of renewal in response to the needs of society. This class employs various experiential learning aids that may include role play, case studies or other exercises as adjunct activities supporting class lectures and discussions.

MGT 206 BUSINESS LAW

Prerequisite: MGT 101, ENG 101 "C-" or better

This foundational course provides an introductory understanding of U.S. legal concepts that are of particu-lar importance to business enterprises. Course objectives include understanding the nature and sources of law, the U.S. court system and dispute resolution, the administrative/regulatory framework business operates under, the various methods of establishing a business entity; as well as essential business knowledge of torts, contracts, real and intellectual property, agency and employment law and bankruptcy. The course will not cover criminal law, international law, the UCC, banking law, securities law, mergers and acquisitions or civil or criminal procedure.

MGT 213 SUPPLY CHAIN OPERATIONS

Prerequisites: MGT 101 and ECO 201

Operations and supply chain management is concerned with the design and operations of the production or service system for providing products or services to meet customers' demand. A thorough understanding of supply chain and operations is a must for managers in every functional area and should be an integral part of your education. This course presents managerial issues that arise in the operations of manufacturing, service, and advanced technology industries. Students will examine a variety of areas in operations where managers must make decisions, such as production, forecasting, quality assurance, inventory management, facility location and layout, capacity planning, scheduling, and project management. Students will be introduced to the language, conceptual models, and qualitative and quantitative techniques that are broadly applicable towards confronting challenges that occur in these areas.

MGT 217 ORGANIZATIONAL BEHAVIOR

Prerequisites: ENG 102 "C-" or better, MGT 101

An introductory course providing basic knowledge of organizations and management. The course focuses on the behavioral dimensions of organizations by examining the manager's concerns about individual, group, society, and environmental interactions and impacts.

MGT 227 BUSINESS ETHICS

Prerequisites: ENG 100/101 "C-" or better , MGT 101

This course will help students reflect on the moral challenges and social dilemmas that people encounter in their business and professional lives. Students will explore and analyze conflicts between their personal values, expected codes of behavior, and operating procedures and norms in the workplace. Attention will be directed toward the examination of some central approaches to ethics and how these philosophical theories can be applied to business cases and contemporary management issues.

MGT 300 EXPLORING MENLO PATHWAYS (1 UNIT)

Prerequisites: MLO 101; MGT 101; and sophomore class standing.

This course will provide students with the tools they need for lifelong career success. The course is designed to enable students to use critical thinking to clearly define their career objectives and opportunities related to their interests, values, skills, and strengths. Students will engage in assessment, research, and exploration activities to support an informed choice of academic major at Menlo College.

MGT 301 INTERNSHIP PREPARATION (1 UNIT)

Prerequisites: MGT 300 or junior transfer status; junior class standing.

This course will introduce students to the competencies and tools they need to strategize an effective internship and job search in a dynamic 21st century workplace. Specific learning activities include: creating compelling resumes, LinkedIn profiles, and cover letters; and developing strong networking and interviewing skills.

MGT 303 TECHNOLOGY, HISTORY & SOCIETY

Innovation and technology are primary drivers of modern economies and are topics that all students should be familiar with. MGT 303 provides a framework for understanding processes that drive innovation and helps bridge gaps between theory and practice and gaps that occur between technology and the liberal arts. The course will help students gain an understanding of the history of major innovations and their impacts on society including business, the visual arts, music, communication and even political systems. Both intended and unintended consequences will be examined. Students will explore factors that led to major innovations and the lessons that can be drawn from these cases. Organizational structures that enhance and reward innovation will be reviewed, including the critical role that diversity plays in innovation and the importance of teams vs. the lone inventor myth. Historical diversity

models will be reviewed including the Islamic Golden Age, the Coffee-House, the Medici effect and Silicon Valley. Innovation processes will be studied including types of innovation, barriers to innovation and some methods to overcome barriers. The course will include lectures, video clips, class exercises, demos and some fun experiments. For example, students will build Edison-type light bulbs, play records without any electricity to help understand the differences between analog and digital technology, create "cold" on demand, send telegraph and radio code messages and others. There are no prerequisites for this course and a technology background is not necessary. The course is intended for any Menlo major.

MGT 305 CREATIVE COLLABORATION

Prerequisite: MGT 101

Careers in business and other professions increasingly require skills in creativity and collaboration. While our culture emphasizes the myth of the solo creative genius, much of our actual creativity occurs in the context of teams. This course provides opportunities to explore the mindsets, frameworks and tools for tapping into personal creativity, and for overcoming the barriers to using that creativity at work. The course provides opportunities to develop collective creativity in work groups, by focusing on creative problem solving techniques.

MGT 309 ROLE OF BLOCKCHAIN IN BUSINESS MODEL INNOVATION

Prerequisites: ENG 102 "C-" or better, MGT 101

Crosslisted with BSA 309

This course provides an introductory survey of how blockchain solutions are being applied as a driver of business model innovation in wide-ranging industries. We will examine real-life blockchain use cases, and how it is transforming numerous business models in global commerce and finance. A basic introduction to how blockchain technology works will be covered. Regulatory and legal compliance frameworks that govern the emerging crypto industry will also be covered. This course is suitable for business students aspiring to careers in technology management, analytics, financial services, legal and risk compliance and digital asset investment industries. Students will be expected to complete an independent project as part of the course requirements. **NOTE:** *This course is offered every Fall semester.*

MGT 325 WOMEN IN BUSINESS

Prerequisites: ENG 102 "C-" or better, MGT 101

The course addresses the important and provocative issues of sexual discrimination in salaries, placement and promotion; sexual harassment on the job; affirmative action; family problems that working women face and personal problems that women encounter in the work environment.

MGT 367 SALES STRATEGY AND OUTREACH

Prerequisites: ENG 102 "C-" or better, MKT 216

This course is designed for students interested in personal sales. This course is interactive and experiential using role play and sales presentations, while developing your conceptual and creative personal sales abilities. Students will learn the importance of sales and the strategic role of personal sales. Students will learn the critical steps in personal sales in the digital era, as well as how to build long-term, mutually beneficial relationships and partnerships with prospects, customers, and various stakeholders.

MGT 368 DIGITAL SALES AND CRM

Prerequisites: MKT 216, MGT 367, upper-division standing

This course is designed for students interested in learning how digital sales and new CRM technologies are integrated into today's sales strategies. This course is interactive and experiential and includes completion of courses from LinkedIn Learning and Salesforce Trailhead. Students will learn the importance of adopting the digital marketing era tools in business development. Students will learn how to employ digital sales tools to maximize customer relationship management (CRM) as an integral sales component. Students will earn certificates and trails as part of the curriculum for the course.

MGT 371 BUSINESS IN SOCIETY

Prerequisite: MGT 101

This course addresses managerial issues in the social, political and legal environments of business. Cases and readings emphasize strategies to improve the performance of companies in light of their multiple constituencies, in both US and international environments. Topics include integrated strategy, activists and the media, legislation affecting business, business and politics, environmental policy, consumerism, and international trade policy. Most courses focus on firms' interactions with customers, suppliers, and alliance partners in the form of mutually beneficial exchange transacted in markets. In contrast, this course considers the strategic interactions of firms with their various constituents outside of markets.

MGT 400 STRATEGIC MANAGEMENT CAPSTONE

Prerequisites: FIN 220, MGT 213, MKT 216, MGT 217 (senior students only)

This course, the culmination of a student's academic study in the Business Program, will integrate the diverse subject matter studied into a meaningful human and professional context with the objective of preparing the student for an enriched life and a fulfilling career. The course includes student teams participating in a business simulation over the Internet, and team case studies.

MGT 499/499(A) INTERNSHIP IN MAJOR FIELD (4 UNITS)

Prerequisite: MGT 301 and junior class standing. Prior approval from Internship and Career Services Office (OICS).

Academic internships at Menlo College are designed as learning experiences that integrate field-based experiences with classroom learning. In addition to gaining professional skills and clarifying their career interests, students have the opportunity to apply the knowledge and skills they have gained through their degree program to a real-world setting.

MGT S SPECIAL TOPICS IN MANAGEMENT (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

MGT 298/MGT 498 MANAGEMENT (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

Marketing (MKT)

MKT 216 PRINCIPLES OF MARKETING

Prerequisites: MGT 101, ENG 102 "C-" or better

This course will examine the development, nature and role of markets in the fulfillment of human needs and wants through the exchange of products and services. The course will survey all aspects of marketing as a vital function of management, including targeting and segmenting markets; positioning and communications; developing marketing plans and strategies; marketing intelligence and research methods and systems; managing product, price, promotion and distribution in designing differentiated and undifferentiated marketing mix programs; and legal and ethical considerations in marketing.

MKT 302 INTERNATIONAL MARKETING MANAGEMENT

Prerequisites: ECO 200, MKT 216

This course examines the distinctive issues and problems involved in the global marketing of goods and services, including economic, cultural, and political influences on customer needs and wants, competitive environments, and market segmentation and profitability. The student studies the alternative forms of participation, with special emphasis on export and import management, but also including licensing and contracting, and the use of market-ing mix strategies to achieve a sustainable competitive ad-vantage in each international market, as well as globally.

MKT 309 STRATEGIC MARKETING MANAGEMENT

Prerequisites: MKT 216

This case study class involves students in complex, market-based problems calling for creative solutions in firms ranging in size from major corporations to smaller companies in emerging growth industries. Students will present comprehensive reviews of assigned cases and will orchestrate class discussions of alternative courses of action during their presentations. In addition, presenters will offer detailed recommendations for implementation of favored strategies that they will defend in the face of class questions or objections. These actions by students are intended to develop judgment, confidence, and the ability to think "on their feet" in handling a variety of reactions to their proposed solutions.

MKT 318 NEW AND SUSTAINABLE PRODUCT DEVELOPMENT

Prerequisite: MKT 216

Digital Entrepreneurship is drastically changing the product innovation landscape. Entrepreneurship is not limited to new startup companies but it is equally important for larger corporations (Intrapreneurship). The Product Marketing and Management function is more important than ever before. This course focuses on the marketing aspects of identifying, designing, developing and launching new products and services. This course provides an overview of the responsibilities of the Product Managers, their challenges, issues and quantitative techniques / tools they need to fulfill their responsibilities. The course covers all important aspects of new product development: opportunity identification, concept generation, product design and development, go-to-market strategy and seeking funding for the new product. This course is also suitable for entrepreneurship major and non-marketing major students who expect to interact with marketing functions in an organization.

MKT 335 MARKETING RESEARCH

Prerequisites: MKT 216, MTH 251 "C-" or better

This course presents the issues in marketing research that begin with the firm's marketing questions. It will assume the consumer's perspective and will address steps of the research process that include problem definition, experimental design, data collection, analysis and interpretation. In addition, the course will examine the value of information compared to its cost.

MKT 336 CONSUMER BEHAVIOR

Prerequisites: MKT 216, ECO 201

Virtually all decisions involved in developing an effective marketing mix for a product or service rely on in-depth knowledge of the consumers who comprise the target market. This course examines the actions of consumers and explores the reasons why consumers behave the way they do with regard to their buying decisions. Thus, the course is part marketing and part psychology, also requiring and understanding of important theoretical concepts borrowed from fields such as sociology, demography and economics. The course looks at how individuals perceive and store information, how they learn, and how their attitudes are formed and changed. It also explores decision-making processes at the individual, family, group, culture and subculture levels and the effects they have on consumer behavior and identity. A strategic orientation will permeate most facets of this course.

MKT 337 DIGITAL MARKETING

Prerequisite: MKT 216

This course will address digital marketing strategies in the context of conventional marketing principles. For example, are there distinctions between online and offline consumer behavior? How should companies integrate electronic interactivity to connect to stake-holders in their existing strategies? Can product strategies be "better" through e-business? What are new channel strategies and their implications for conflict with existing channels? Should prices be lower online? What are current and future opportunities of e-enabled communication strategies, specifically advertising, promotions, personal selling and public relations? Are there social implications and ethical issues to consider?

MKT 352 POLITICAL MARKETING

Prerequisite: MKT 216 or POL 150

Crosslisted with POL 352

Political Marketing is an interdisciplinary course that introduces students to how candidates, parties, elected officials and governments utilize marketing concepts and tools to win elections and remain in office. Drawing on both traditional marketing research and political marketing research, this course will examine a wide range of political marketing topics including market research and segmentation, branding, marketing communication, and delivery management. Students will consider the application of marketing techniques not just by those seeking election, but also by elected officials and bureaucrats. The course also will consider the implications of political consumerism and political marketing and provide students with a modern, realistic understanding of how political marketing works in the 21st century.
NOTE: *This course is offered every Spring semester.*

MKT 402 MARKETING AND ADVERTISING IN THE SPORTS INDUSTRY

Prerequisite: MKT 216 or SMG 250/300

Crosslisted with SMG 402

The application of marketing and advertising science to all realms of the sports industry are examined in this course. This includes professional and semi-professional sports, intercollegiate, interscholastic and intramural sport; amateur sport; and commercial and public sport and recreational facilities, clubs, resorts, and service organizations and the special nature and needs of sports organizations. A view of the international sports business and ethical issues in sports marketing and advertising are also investigated. **NOTE:** *This course is offered every Spring semester.*

MKT 417 ENTREPRENEURIAL MARKETING

Prerequisite: MKT 337

The traditional marketing concept (as taught for example in MKT 316) was developed on the basis of and for large, established companies. However, this strategic, planned, and resource intensive approach has been found to be inadequate for small, young and resource-constrained companies. In particular the focus on planning is nowadays considered inadequate for startups that need to establish themselves and grow in fast-paced environments. This course introduces a marketing approach for new, entrepreneurial firms. This "bottom-up" approach starts with the identification of market opportunities and then tries to attract and later grow a customer base. Therefore it presents a contrast to the traditional, planning intensive "top-down" marketing concept which follows the sequence "market segmentation – target market selection – positioning". This course introduces entrepreneurial marketing concepts in line with the customer development approach. Here, a key element is the Business Model Canvas, a new venture planning tool that is rapidly gaining popularity in the startup world. Students will work in

teams on their own business ideas. The business model canvas will guide them through the creation of an entrepreneurial, bottom-up marketing campaign. Whereas the course is geared towards creating a marketing program for new firms, research and best practice examples show that the entrepreneurial marketing concept is increasingly adopted by large, established companies. Therefore this class is not only valuable to those who plan to work in a startup environment but for everyone with an interest in a career in marketing.

MKT 419 INTEGRATED MARKETING COMMUNICATIONS

Prerequisite: MKT 336

As one of the 4Ps, promotion is concerned with communicating the value of an organization's products/services. Integrated Marketing Communications (IMC) is the process of planning and designing marketing communications programs that provide a consistent message across all target audiences through coordination of the five major promotional mix categories—advertising, public relations, sales promotion, direct marketing and personal selling. The combination of these tools informs, persuades and reminds consumers about the value of a product's/service's benefits. This course familiarizes students with key concepts of IMC, preparing them to evaluate and develop effective and efficient communications strategies and marketing promotional programs. **NOTE:** *This course is offered every Fall semester.*

MKT 441 DESIGNING AND MANAGING THE CUSTOMER EXPERIENCE

Prerequisite: MKT 336

This course introduces the concept of mass customization and its impact on consumer satisfaction and loyalty, identifying and evaluating the consumer's perception of value of the co-design experience during the mass customization process. Mass customization has been described as an innovative way for organizations to "create customer-unique value" by segmenting and targeting each consumer into "Markets of One." The relevance of the concepts explored in the course demonstrates the role of digital innovation in creating the value of the consumer experience, both online and in real life. In addition, we explore advances in digital and technological delivery of individual, customized solutions to the consumer, such as 3D printing and others on the horizon. Students' examination of these concepts and their relationship to one another will be studied in a variety of business sectors and applied to actual companies' offerings with specific emphasis on students experiencing those offerings as consumers. Subsequently, students will analyze, evaluate and craft recommendations about the consumer's perception of the experiential value of service providers' mass customization processes, resulting products and services, and the impact of this value on the consumer's satisfaction and loyalty toward selected providers. Students will gain insight into innovation, management, and marketing issues of value creation and delivery. As a result, the course will demonstrate how mass customization's focus on consumer experience can increase customer life, sustain competitive advantage, create and capture long-term value for firms, their stakeholders, and, most importantly, for consumers.

MKT S SPECIAL TOPICS IN MARKETING (1-3 UNITS)

Prerequisite: Varies by subject

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

MKT 298/MKT 498 MARKETING (1-3 UNITS)

For the course description, see "Individual Directed Research" and course syllabus.

MGT 499 INTERNSHIP IN MAJOR FIELD (4 UNITS)

Prerequisite: MGT 301 and junior class standing. Prior approval from Internship and Career Services Office (OICS).

Internships provide an opportunity for hands-on experience in an area in the field of marketing that the student may want to pursue. Also see "Internships" for general information and policies.

Real Estate (RLS)

RLS 233 PRINCIPLES OF REAL ESTATE

Prerequisites: MGT 101

This course is an investigation of various real property institutions and transactions. Topics include the evaluation, acquisition, and sale of real estate, as well as financing techniques and development guidelines.

RLS 304 SUSTAINABLE BUSINESS

Prerequisites: ECO 200, INB 300

Crosslisted with INB 304

This course is designed to explore the issues, conditions, trends, and techniques for management in the twenty-first century. The ultimate challenge faced by professional

management throughout the world today is how to develop sustainable business, economic, and social strategies and policies which will be compatible with the very real biological limits of our planetary system. The course critically assesses the conventional economic principles and theories that underlie the global business and economic system, and their impact on individuals, society, and the environment. The course also makes use of economic strategy simulation systems analysis to understand the forces and interrelationships of economic, demographic, and technological growth. **NOTE:** *This course is offered every Spring semester.*

RLS 315 REAL ESTATE LAW

Prerequisites: MGT 206, RLS 233

This course serves as an introduction to the legal issues surrounding real estate transactions. The principal objective of the course is to familiarize students with the legal concepts that have evolved with the dynamic growth in real estate, and their implications for the real estate industry.

RLS 317 COMMERCIAL PROPERTY MANAGEMENT

Prerequisites: MGT 101, RLS 233

The course covers the principles and practice of commercial property management and how property and asset management impacts business and the economy. The course will cover building operations, construction with emphasis on tenant build-out, lease provisions, leasing and re-leasing procedures, real property insurance, property taxes, tenant relations and marketing, ethics, sustainability, and the application of the Americans with Disabilities Act and other anti-discrimination requirements.

RLS 335 FINANCIAL MODELING

Prerequisite: FIN 220

Crosslisted with FIN 335

This course surveys Excel based programs for obtaining and analyzing capital budgets, cash flow statements, and calculating the present values of financial securities. The course analyzes investment alternatives and presents formulas for determining rates of return and risks of portfolios. Stock market transaction systems are also described. **NOTE:** *This course is offered every Fall semester.*

RLS 410 REAL ESTATE LITERATURE: READ, WRITE AND DISCUSS CLASSICS

Prerequisites: ENG 102 "C-" or better

This course is designed to give students from any discipline or major deeper insight into the broader issues real estate engages in the context of society at large. The course will expose students to key ideas and writers who have addressed issues of cities, suburbs, infrastructure, community development and involvement, from all aspects of real estate, including public policy, design, construction, finance sales and marketing and operations. Students will read, review and present their critical analysis of three books addressing these topics.

RLS 433 REAL ESTATE FINANCE

Prerequisite: FIN 220

Crosslisted with FIN 433

This course studies financial decisions made in real estate: how to evaluate different properties, how to make investment decisions, and how to finance these investments. We will also talk about recent financial innovations in real estate, like mortgage-backed securities and markets for them. The course aims to provide students with concepts and techniques for analyzing financial decisions in real estate development and investment. The course begins with an overview of the fundamentals of income, producing real estate and builds on these concepts studying real estate investment analysis, financial leverage, fixed rate mortgage loans and more flexible mortgage arrangements, mortgage payment issues, debt securitization, real options, and REITs. **NOTE:** *This course is offered every Spring semester.*

RLS 440 PLANNING POLICY, PROCESS & POLITICS OF DEVELOPMENT

Prerequisite: ENG 102 "C-" or better

This course is an elective seminar introducing students to planning and zoning and the associated processes and requirements that impact the real property development entitlement process, while making clear that "entitlements" are not what real estate developers have but what they seek through a complex process of reviews and approvals before proceeding with a project. Specialty topics such as historic preservation, affordable housing, public finance, growth management and environmental planning are covered. Also covered are the roles the community, public officials and local politics play in shaping the built environment and the development process.

RLS 445 REAL ESTATE ECONOMICS AND MARKET ANALYSIS

Prerequisite: FIN 220

Crosslisted with ECO 445

This course applies economic concepts to issues of the urban environment. Special attention is given to the relevance of those urban issues for the real estate industry. The course examines the economic forces propelling the development of cities and economic issues of land scarcity and housing within cities. Additionally, the course examines

related economic issues of urban transportation, crime, local government, and public policy responses to urban issues. **NOTE:** *This course is offered every Fall semester.*

RLS 447 FINANCIAL ANALYSIS, VALUATION & APPRAISAL

Prerequisites: FIN 220, FIN 321, FIN 335
Crosslisted with FIN 447

his is a special topics course that will offer students an opportunity of in-depth exploration and application of valuation models to support investment and managerial decisions. The theory, concepts, and principles underlying the valuation of different types of firms are addressed using extended exercises and applications. The discounted cash flow model is used as a major tool. Other valuation techniques using valuation multiples and real options are also discussed and applied in selected examples. Students will have an opportunity to apply their knowledge in valuing a real company and preparing valuation report and presentation at the end of the course.

RLS S SPECIAL TOPICS IN REAL ESTATE (1-3 UNITS)

Prerequisite: Varies by subject
Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

MGT 499 INTERNSHIP IN MAJOR FIELD (4 UNITS)

Prerequisite: MGT 301 and junior class standing. Prior approval from Internship and Career Services Office (OICS).

Internships provide an opportunity for hands-on experience in an area in the field of psychology that the student may want to pursue. Also see "Internships" for general information and policies.

Sports Management (SMG)

SMG 250 INTRODUCTION TO SPORTS MANAGEMENT

Prerequisites: MGT 101, ENG 101 "C-" or better or concurrent enrollment with ENG 101

This introductory course is designed to familiarize students with various principles and management of sport at a variety of levels (e.g., youth, high school, intercollegiate, and professional). This course will survey a wide spectrum of topics in sports management including but not limited to: sport marketing, sport sponsorship, sport broadcasting, sport finance, sport economics, sport analytics, facility and event management, legal and ethical principles, among others. Students will also learn about various professional organizations, career paths, and other educational programs in the field.

SMG 307 RESEARCH METHODS IN SPORTS MANAGEMENT

Prerequisites: ENG 102 "C-" or better, MTH 110 "C-" or better, SMG 250/300

This course will introduce students to key research skills utilized in the sport industry. Students will learn how to critically evaluate and perform effective research using basic social science methodological approaches. This course will also expose students to the process of a literature review, questionnaire/scale development, data management and interpretation, as well as basic analytical strategies. As a culmination of this course, students will be required to design, carry out, analyze, and present their own research project in sports management. **NOTE:** *This course is offered every Spring semester.*

SMG 308 SPORTS ANALYTICS

Prerequisites: SMG 250/300, MTH 251 "C-" or better

This course will center upon exploring, identifying, and solving practical problems in sport using data and relevant analysis. Students will be introduced to various tools in sport analytics, such as player evaluation, key performance indicators (KPI), balanced scorecard, and other techniques. The course will examine the application of sports analytics in a series of functional areas within the sport industry, such as talent and human resources, information technology, marketing, ticket sales, finance, legal, manufacturing, facility management, event management, along with fantasy sports. **NOTE:** *This course is offered every Spring semester.*

SMG 312 SPORTS PSYCHOLOGY

Prerequisites: PSY 101, ENG 102 "C-" or better
Crosslisted with PSY 312

This course surveys current issues and research in sports psychology recognizing that sport is a microcosm of society and is influenced by cultural traditions, social values and psychosocial experiences. Topical areas to be included are as follows: sport aggression, violence and deviant behavior in sport, extrinsic and intrinsic motivation, personality and interpersonal relationships in sport, competitiveness, goal setting and peak performance, substance abuse, burnout and psychosocial rehabilitation. This course emphasizes the understanding and application of theoretical paradigms and concepts to sports events and pragmatic vocational settings.

SMG 401 LEGAL AND SOCIAL ISSUES IN SPORTS MANAGEMENT

Prerequisites: MGT 206, SMG 250/300

This course offers an overview of legal and social issues in the sports industry. We refer to both the heart of sport and the cultural context of sport as we consider legal issues a professional of college sports enterprise encounters today, plus those that loom on the horizon. Those issues include matters of contract, employment, labor, agency, tort, tax, antitrust, corporate, criminal, and constitutional law. We also address selected issues related to player contracts, injury liability, broadsiding agreements, endorsement contacts, stadium finances, club valuation, college player compensation, Title IX, drug testing, and gambling. **NOTE:** *This course is offered every Fall semester.*

SMG 402 MARKETING AND ADVERTISING IN THE SPORTS INDUSTRY

Prerequisite: MKT 216 or SMG 250/300

Crosslisted with MKT 402

The application of marketing and advertising science to all realms of the sports industry are examined in this course. This includes professional and semi-professional sports, intercollegiate, interscholastic and intramural sport; amateur sport; and commercial and public sport and recreational facilities, clubs, resorts, and service organizations and the special nature and needs of sports organizations. A view of the international sports business and ethical issues in sports marketing and advertising are also investigated. **NOTE:** *This course is offered every Spring semester.*

SMG 403 SPORTS SPONSORSHIP AND SALES MANAGEMENT

Prerequisites: SMG 250, MKT 216

This course examines the intersection of sponsorship and sales management in the sports industry. Students will be exposed to how sports sponsorships are planned, developed, executed, activated, and ultimately, evaluated. The course will also provide students with various managerial practices associated with sales in the sport industry. This course culminates in a final sales pitch in which students will provide a proposal of a potential sponsorship for a selected sports organization. **NOTE:** *This course is offered every Spring semester.*

SMG 404 ETHICS IN SPORTS MANAGEMENT

Prerequisite: SMG 250/300

This course focuses on ethical considerations in the management of the sports industry. Topics covered include theories of personal and professional ethics, social and cultural issues, and models of management. Modern issues concerning violence, gambling, athletic endorsements and equity in sport are also discussed. Case studies are presented and students debate in class contemporary ethical issues in sports management. **NOTE:** *This course is offered every Spring semester.*

SMG 405 HISTORY OF SPORTS

Prerequisite: MGT 101

This course focuses on the historical development of sport. Areas of interest include the examination of the major pre-historical and historical epochs with an emphasis on management issues. Philosophical and theoretical perspectives, social and cultural issues, and evolving models of sports management are analyzed. Modern issues including the development of sports broadcasting, the Educational Amendments Act of 1972 (Title IX), and formation of professional teams and leagues are also investigated. The evolution and categorization of sportive contests provide additional areas of study. **NOTE:** *This course is offered every Fall semester.*

SMG 410 SPORTS FINANCE

Prerequisites: SMG 250/300; FIN 220

Crosslist with FIN 410

This course serves as an introduction to the financial management of sports organizations and related entities (e.g., professional and intercollegiate sports franchises). It will explore how various sports organizations generate revenue and apply analysis in financial planning. Basic financial principles will be introduced and explored in the context of professional and intercollegiate sport. Topics such as team valuation, bankruptcy, financial statements, debt, budgeting, publicly traded franchises, and other related subjects will also be examined.

SMG 412 ECONOMICS OF SPORTS

Prerequisites: ECO 201, SMG 250/300

This applied economics course explores various aspects of the economics of sports and sports leagues, with a major focus on empirical analysis. We will consider a number of topics, including: the business and economics of professional team sports and sports broadcasting, analysis of leagues' competitive balance policies, player relations issues including analysis of the drivers of players' salaries, the public finance aspects of professional sports teams and stadium financing, and relevant issues in collegiate sports. **NOTE:** *This course is offered every Fall semester.*

SMG S SPECIAL TOPICS IN SPORTS MANAGEMENT

(1-3 UNITS) **Prerequisite: Varies by subject**

Special topic courses will be identified with "S" after course code. These courses vary from semester to semester. Content varies depending on the interest of both the professor and the students, and emphasizes specific areas of special interest.

SCHOOL OF BUSINESS POLICY ON SUBSTITUTING UNDERGRADUATE BUSINESS COURSES WITH GRADUATE LEVEL CLASSES

Policy Overview

Menlo College School of Business is committed to providing flexible and advanced educational opportunities to its undergraduate business students. In alignment with this commitment, undergraduate students in the Business program may be eligible to substitute one 400-level course with a graduate-level business course, subject to meeting specific criteria outlined below. This policy aims to enhance the academic experience of our students, offering them a chance to engage in higher-level coursework and prepare for future educational or professional opportunities.

Eligibility Criteria

1. Completion of Credit Hours: Students must have completed at least 90 units (credit hours) of coursework towards their undergraduate degree.

2. Minimum GPA Requirement: Students must have a minimum grade point average (GPA) of 3.0 to qualify for a course substitution.

3. Academic Standing: Students must be in good academic standing with Menlo College.

Procedure

1. Advisory Meeting: Students must schedule and attend a meeting with an academic advisor to discuss their eligibility, interest, and the suitability of the graduatelevel course for their academic and career goals. This involves submitting a formal request, including a justification for the substitution and how the graduate course aligns with their academic or professional objectives.

2. Course Approval: Following the advisory meeting, students must obtain approval from the Dean of the School of Business.

3. Documentation: All approvals and correspondences related to the course substitution must be documented and filed within the student's academic records.

Implementation

- This policy applies only to 400-level business courses and specific graduate-level business courses, as determined by the School of Business.
- The substituted graduate course must be at most the credit hours of the 400-level course it replaces.
- Under this policy, students can substitute a maximum of two courses throughout their undergraduate program.

Responsibilities

- Students are responsible for initiating the process, meeting all eligibility criteria, and adhering to all procedural requirements.
- Academic Advisors are responsible for guiding students through the eligibility assessment, discussing potential graduate courses for substitution, and assisting in preparing the course approval request.
- The Dean of the School of Business is responsible for reviewing and approving course substitution requests based on forms submitted by the advising office, the student's academic standing, the relevance of the graduate course to the student's academic and career goals, and the availability of space in the graduate course.

This policy is designed to provide an enriched learning environment for Menlo College's undergraduate business students, allowing them to challenge themselves academically and gain advanced knowledge in their field of interest. It underscores Menlo College's dedication to fostering academic excellence and supporting student success.



School of Business Graduate Program

Master of Science in Information Systems (MSIS)

The Master of Science in Information Systems (MSIS) program at Menlo College's School of Business is tailored for graduate students who aspire to develop the expertise and ethical leadership required in Information Systems, Data Science, and Cybersecurity. Shaped by insights from an industry advisory board and business partners, this program equips students to leverage data and information to drive business innovation and insights.

Aligned with Menlo College's vision and mission, the MSIS program emphasizes innovative and critical thinking while instilling a strong ethical foundation in the digital age. The curriculum integrates information systems principles with cutting-edge technology, making it an ideal choice for those interested in both startup ecosystems and established organizations.

Students will acquire a comprehensive academic understanding of Information Systems, Data Science, and Cybersecurity, complemented by hands-on experience with relevant technologies. This practical approach ensures that graduates can immediately apply their knowledge to real-world challenges.

The MSIS program is STEM-designated by the U.S. Department of Homeland Security (DHS), meeting the requirement that over 50% of the coursework is dedicated to science, technology, engineering, or mathematics. This designation reflects the program's commitment to delivering a rigorous and relevant education, preparing students for success in the dynamic and evolving field of Information Systems.

ADMISSION

Official Transcript(s)

Please upload copies of your transcripts from each accredited college or university you have attended through the online application. If you are admitted to the program, you will receive instructions on submitting official sealed transcripts.

Minimum Requirement

To be eligible for graduate admission, applicants must hold a bachelor's degree from an accredited institution. Those with a business or technical degree must have at least one year of relevant professional experience. Applicants with a bachelor's degree in liberal arts must have at least three years of relevant professional experience before enrolling in the program.

Résumé or Curriculum Vitae (CV)

All MSIS applicants are required to submit a current résumé or CV that should comprehensively detail your educational background, employment history, coursework relevant to your chosen graduate program, and any experiences pertinent to your pursuit of advanced studies. This may encompass internships, published articles or other written materials, volunteer and community service involvement, international study or work experiences, and any other activities or interests connected to your graduate program of interest.

Letters of Recommendation

All MSIS applicants are required to submit two letters of recommendation. We strongly encourage applicants to include at least one letter from a professional contact if available. Ideally, one or both of your professional references should be from your current or former direct

supervisor. For current undergraduate students, academic recommendations are also welcomed.

Statement of Purpose or Essay

As part of your online application, you must submit a 1000-word essay. In this single document, please respond to the following questions:

1. What are your immediate and long-term career goals, and how will acquiring the MSIS degree facilitate the achievement of these objectives?

2. What factors influenced your decision to pursue the MSIS degree program, and what individuals or experiences have shaped this choice?

3. What led you to select Menlo College as your preferred educational institution?

Zoom Interview

The 20-minute Zoom interview with the program coordinator is crucial in the MSIS admission process. It allows us to establish a personal connection with each candidate, gaining insights beyond what's available on paper. This interaction provides an opportunity to assess the candidate's communication skills, enthusiasm for the program, and alignment with our academic and professional values. It's a vital part of ensuring that the MSIS program is the right fit for each candidate and that they, in turn, are the right fit for our program community.

Attendance and Participation

Students are expected to pursue the MSIS program on a full-time basis. The program structure entails taking one course per month. The first-weekend session will involve in-person attendance on Friday and Saturday from 9:00 a.m. to 6:00 p.m., while the second-weekend session will involve in-person attendance on Friday and online attendance Saturday in a synchronous format. The entire program spans 12 months. Students missing any meetings (in person or online) should contact the faculty and copy the MSIS Program Coordinator. If a student misses 2 days in any given course they will receive an F for the course. If any other course is failed, a student is dropped from the program. Students must maintain a 3.0 cumulative GPA.

TUITION & RELATED FEES

Tuition

Per 3-unit* $3,150

Fees

Student Activity Fee (Fall & Spring) $400
Student Activity Fee (Summer) $200

*Full-time MSIS students will be expected to enroll in 5 classes in each of the fall and spring semesters (per semester tuition = $15,750), and 2 classes in the summer term (tuition = $6,300.00); a full-time student enrolled fall + spring + summer would be expected to earn their degree in 12 months.

Scholarship

Scholarship opportunities may be available; please feel free to inquire at msis@menlo.edu for further details and information.

MASTER OF SCIENCE IN INFORMATION SYSTEMS PROGRAM LEARNING OUTCOMES (PLOs):

1. Build skill sets to communicate effectively with the information systems and business communities
2. Learn to identify, analyze, and address ethical issues in all functional area within information systems
3. Build capacity to make informed ethical decisions and exercise moral competency in proceeding toward moral action in leading the development and/or evolution of information systems
4. Be able to identify and describe complex organizational problems, challenges, and dilemmas in terms of systematic approaches to produce results for more efficient, information-driven ethical decision-making
5. Gain not only solid academic exposure to current methodologies and practices as well as hands-on training with relevant tools and techniques, and to develop the critical thinking skills to apply what they have learned
6. Develop and apply the emerging leadership skill of technoethics in recognition that many of the biggest organizational challenges ahead will involve the moral, legal and social issues of technology deployment and use.

MSIS STEM DESIGNATION:

The Master of Science in Information Systems (MSIS) program is classified as a STEM (Science, Technology, Engineering, and Mathematics) program, which extends the benefits for international students under the F-1 visa category for Curricular Practical Training (CPT) and Optional Practical Training (OPT).

MSIS CURRICULAR PRACTICAL TRAINING (CPT):

Definition: CPT allows students to gain practical work experience related to their field of study while enrolled in the program.
Eligibility: Students must have completed at least one academic semester (9 units = 3 MSIS courses) of study and have a job offer related to their major.
Duration: The MSIS program is 12 months long with no

breaks, so CPT can only be part-time (up to 20 hours per week).
Approval: To obtain Curricular Practical Training (CPT) employment authorization, a student must be enrolled in INSY 511A. The student must contact the MSIS program office at msis@menlo.edu and International Student Services at iss@menlo.edu to discuss the next steps for internship approval and work authorization.

MSIS OPTIONAL PRACTICAL TRAINING (OPT):
Definition: OPT allows international students in the U.S. to work for up to 12 months after completing their degree. MSIS Students who have completed a STEM-designated degree may be eligible to extend their OPT for an additional 24 months if they are employed in a STEM-related field directly related to their degree.
Eligibility: Students must apply for OPT before completing their degree and receive approval from the U.S. Citizenship and Immigration Services (USCIS).
STEM Extension: Eligible STEM graduates can apply for a 24-month OPT extension during the first 12 months of their initial OPT, allowing for a total of up to 36 months of OPT employment. It is important to note that MSIS graduates cannot apply for this extension after the initial 12-month OPT period has concluded. The STEM OPT Extension requires an employment offer from an employer that meets the STEM OPT Employer requirements and is enrolled in the E-Verify system.
Approval: OPT applications require a recommendation from International Student Services (ISS) and approval from U.S. Citizenship and Immigration Services (USCIS). Students must comply with all reporting requirements during their OPT period. For more information about the application process, please contact iss@menlo.edu and keep the MSIS office informed at msis@menlo.edu.

Both CPT and OPT offer valuable opportunities for practical experience, enhancing students' academic learning and professional development in the U.S.

The following courses are required: (36 UNITS)

INSY 501 Introduction to Information Systems and Data Literacy
INSY 502 Leadership in the Fourth Industrial Revolution
INSY 503 Artificial Intelligence Concepts
INSY 504 Business Application of Data Science and Information Systems
INSY 505 Data Governance, Technoethics, and Responsibility
INSY 506 Information Systems in the Digital and Global Economy
INSY 507 Data Repositories and Cloud Infrastructure
INSY 508 Coding for Information Systems
INSY 509 Privacy, Security, and Ethics for Big Data
INSY 510 Blockchain, Cybersecurity & the Quest for Organizational Trust
INSY 511 Students can choose one of the following:
- **A** Information Systems Field Consulting (CPT – *international students only)
- **B** Academic Global Immersion for Information Systems
- **C** Silicon Valley Immersion for Information Systems

INSY 512 Capstone Project

COURSE DESCRIPTIONS

Please note the following:

- Courses are three (3) units unless otherwise noted.
- Prerequisites for a course, other than graduate standing, if any, are listed following the course title.

Course Numbers:

- Courses numbered 500 and higher are graduate level.

Information Systems (INSY)

INSY 501 INTRODUCTION TO INFORMATION SYSTEMS AND DATA LITERACY

While humanity navigates the current Information Era, people are increasingly required to understand and be knowledgeable about data, as well as the information systems with which the value of data is revealed. Data literacy is defined as the ability to locate and understand relevant data sources and constructs; to read, comprehend, and to organize data; to place data in context; to analyze data using various methods, tools, and techniques; to argue and/or debate using data; and, finally, to make a compelling, conclusive case for something by using data to express its value. In this course, students will develop both theoretical and applied knowledge about how and why data literacy is so crucial in an information economy, and how information systems technologies underpin data literacy.

INSY 502 LEADERSHIP IN THE FOURTH INDUSTRIAL REVOLUTION

The history of humanity is defined by a series of revolutions. Each has been defined by a transition to a new societal order. Each brought disruption and the transitions were seldom smooth. Today, we are in the opening years of yet another revolution, a fourth industrial revolution. Our world, organizations and personal

lives are being transformed by the impact of a fourth industrial revolution. In this course, we will explore the human, organizational, and technological scope of the disruptive changes underway and what the implications may mean to each of us as individuals and as leaders.

INSY 503 ARTIFICIAL INTELLIGENCE CONCEPTS

This course will provide students with a functional understanding of Artificial Intelligence (AI). This course begins by exploring the AI ecosystem and the differences between AI, Machine Learning (ML), Deep Learning, and Natural Language Processing (NLP). The course will focus on the ethics of AI, the consequences of biased AI systems, how to detect, and handle biases. Students will learn about big data and how AI works with data including terminologies and workflows. Students will also explore on how to define a goal and business case for AI, how long it takes to build such a system, and how to design the project plan through hands-on workshops.

INSY 504 BUSINESS APPLICATION OF DATA SCIENCE AND INFORMATION SYSTEMS

Students will learn the key aspects, concepts, and techniques for how to leverage data and analytics to power operational decisions and business strategies. These concepts will be reinforced and strengthened with group exercises and workshops. Students will learn about examples to power business models, advanced analytic and data science concepts (AI, Machine Learning, Deep Learning), and how to apply these technologies in real-world situations. Students will also learn design thinking concepts and how those concepts drive organizational alignment to identify, validate, value, and prioritize the use cases against which advanced analytics could be applied. Finally, students will gain hands-on experience in calculating the economic value of the organization's data and analytic digital assets.

INSY 505 DATA GOVERNANCE, TECHNOETHICS, AND RESPONSIBILITY

In today's information economy, data is a strategic organizational asset. Therefore, it must be managed as such. Data governance is the foundation upon which all enterprise information policies and initiatives are built. It stems from the collaborative and shared responsibility between business and information technologies that support a firm's performance. Data is the fundamental currency of the digital era we operate within. How data is collected, aggregated, shared, analyzed, and monetized drives the future of business and society. How an organization engages in data governance, ethics, and responsibility has critical influences on its effectiveness as well as its reputation. This course instructs students in effective data governance practices and the necessary understandingof the ethical aspects associated with the collection and use of data.

INSY 506 INFORMATION SYSTEMS IN THE DIGITAL AND GLOBAL ECONOMY

This course will provide an understanding of the issues involved in the strategic management of the information assets of organizations in the age of modern digital technologies, such as cloud, mobile devices, the Internet of Things (IoT), and Artificial Intelligence /Machine Learning. This course will also examine the issues and challenges that Information Technology (IT) management executives face in developing a technology, data, and analytics strategy that supports the firm's business and operational strategies. The focus will be on managerial rather than technical issues and transforming IT from a cost center to a profit center.

INSY 507 DATA REPOSITORIES AND CLOUD INFRASTRUCTURE

Cloud technologies serve as the collection of services and solutions many organizations develop on, deploy on, rely upon, and conduct critical business on for their day-to-day operations. Many organizations have migrated away from more traditional data repositories and the data systems to cloud data lakes and the platforms and tools that are appropriate for the myriad use cases associated with reporting, aggregating, analyzing, and, ultimately, making decisions based on the resulting conclusions. This course endeavors to present the variety of cloud service and deployment models as well as the various services and solutions associated with accommodating sizeable data repositories along with the infrastructure, platforms, and software tools used to mine the data contained in those repositories.

INSY 508 CODING FOR INFORMATION SYSTEMS

Coding is becoming essential in the information systems field. Python is one of these languages that makes writing code easy with its built-in functionalities; it is used for scientific calculations, data science, data visualizations, and web development, among other things. Basic programming skills are integral for the careers of the future, and this course plans to prepare students with the basic concepts of programming and give them the confidence to write and understand code. This course is designed to teach students the basics of Python programming language so that they can leverage it in their future

careers within information systems.

INSY 509 PRIVACY, SECURITY, AND ETHICS FOR BIG DATA

The increasing number of networked information technologies—including the internet of things (IoT), wearables,
ubiquitous sensing, social sharing platforms, and other AI-driven systems—are generating a tremendous amount
of data about individuals, companies, and societies. These technologies offer enormous benefits but also create enormous risks to individual privacy and national security. Furthermore, the ease with which data can be collected from online sources, analyzed, and inferences drawn about individual users raises a wide range of ethical questions about these technologies, their creators, and their users. This course will provide ethics training to graduate students through an orientation to the topics in big data ethics to prepare students to become familiar with discussions and methods for developing ethical approaches to Information Systems research and applied projects.

INSY 510 BLOCKCHAIN, CYBERSECURITY & THE QUEST FOR ORGANIZATIONAL TRUST

This is an introductory course on blockchain technology. Although it covers the background and some detail on how the technology works, the focus is on business use and opportunities. What we will discover in this course is that blockchain technology itself can power many applications and is quickly becoming a powerful enabling platform across industries. This course will also explore its role in trust and the broader cybersecurity space.
Students will also examine blockchain technology through the lens of technoethics.

INSY 511A INFORMATION SYSTEMS FIELD CONSULTING (CURRICULAR PRACTICAL TRAINING)

Students will work with a local business as a paid intern or temporary employee. The job must be directly related to studies within the Information Systems graduate program. To be eligible for curricular practical training (CPT), a student must have F-1 status, a minimum of 4 months (one semester) of full-time study completed in the Information Systems graduate program at Menlo College, and must have a GPA of at least 3.0. In order to obtain CPT employment authorization, the student must first enroll in INSY 511A then reach out immediately to the MSIS program office and International Student Services to discuss the next steps.

INSY 511B IMMERSION FOR INFORMATION SYSTEM: GLOBAL

This course includes ten days visit to another country centered on onsite engagement with approximately 15 – 20 companies that are using information systems to achieve a business advantage. This course is designed to enhance and extend the content in the MSIS program. We will use a combination of case studies and hands-on projects to give you experience in identifying opportunities for leveraging information systems to support, make, and implement decisions. We will also provide an overview of the key engineering tools used for working with information systems by introducing some of the core projects used for both batch and real-time data processing.

INSY 511C IMMERSION FOR INFORMATION SYSTEM: SILICON VALLEY

Tap into the energy and excitement that permeates Silicon Valley. The course will allow students to meet mentors, successful entrepreneurs, potential investors, and Menlo College Alumni. Students will visit companies such as Apple, Facebook, Google, Hitachi Vantara, Salesforce, and others to learn how they use information systems in various ways and forms.

INSY 512 CAPSTONE PROJECT

To enhance the hands-on focus of the MSIS program, students will complete a capstone project as the culmination of their degree. The MSIS Capstone helps students fully integrate their information systems knowledge with the skills they need in the workplace. Through the Capstone Project experience, they put their courses to work, using the knowledge acquired to solve business problems through technology. The capstone project allows students to gain experience in key areas of business and technology by completing a complex information systems project.



Varsity Sports (VAR) /Advanced PE Sport (ADPE)

VAR 203–293 VARSITY SPORTS/ ADVANCED PE SPORT (0 UNITS EACH)

VAR 203 Men's Tennis Competition
VAR 204 Women's Tennis Competition
ADPE 227 Advanced Weightlifting Sport
VAR 270 Baseball Competition/Conditioning
VAR 271 Men's Basketball Competition/Conditioning
VAR 272 Women's Basketball Competition/Conditioning
ADPE 273 Advanced Men's Cross Country Sport
ADPE 274 Advanced Women's Cross Country Sport
VAR 278 Men's Soccer Competition/Conditioning
VAR 279 Women's Soccer Competition/Conditioning
VAR 280 Softball Competition/Conditioning
VAR 284 Men's Volleyball Competition/Conditioning
VAR 285 Women's Volleyball Competition/Conditioning
VAR 286 Men's Wrestling Competition/Conditioning
ADPE 286 Advanced Men's Wrestling Sport
VAR 287 Women's Wrestling Competition/Conditioning
VAR 291 Men's Golf Competition/Conditioning
VAR 292 Women's Golf Competition/Conditioning
ADPE 293 Advanced Cheer and Dance Sport

MANAGEMENT TEAM

The following is a list of the Management Team. The dates refer to the year in which each joined Menlo College.

Steven Weiner: President (2013).
B.S., Northeastern University;
M.B.A., University of Chicago.

Mouwafac Sidaoui: Vice President for Academic Affairs, Chief Academic Officer, and Dean School of Business (2020). B.S., Wentworth Institute of Technology; M.B.A., Boston University; Ed.D., University of San Francisco; PostDoc., University of Florida, Gainesville.

Angela Schmiede: Vice President for Student Success and Strategic Planning (2013).
B.S., M.Ed., Vanderbilt University;
M.A., Ph.D., Stanford University.

Keith Spataro: Vice President for Enrollment and Athletics (2001).
B.A., San Francisco State University;
M.A., St. Mary's College.

Kristina Powers
Vice President for Finance & Administration (2018).
Ph.D., M.S., Florida State University;
B.A., State University of New York, College at Brockport.

Melissa Michelson: Dean of Arts & Sciences (2010).
B.A., Columbia University;
M.A., M.Phil., Ph.D., Yale University.

Roxane Marenberg: Chief Human Resources and Compliance Officer (2022). B.S., American University College of Public Affairs;
J.D., University of Baltimore School of Law;
L.L.M., American University, Washington College of Law.

Priscila Casanova de Souza: Dean of Enrollment Management (2015).
B.A., Menlo College;
M.B.A., Golden Gate University.

Devin Carr: Dean of Student Affairs (2022).
B.S., M.Ed., University of West Georgia;
M.S., University of Cincinnati.

Erik Bakke: Dean of International Education & Academic Success (2011).
B.A., University of California, Berkeley;
M.A., New York University.

Dr. Duane G. Brooks: Assistant Dean, School of Business (2016).
B.S., Kutztown University of Pennsylvania;
M.B.A., California State University, Stanislaus;
Ed.D., University of Nebraska, Lincoln.

FACULTY EMERITI

Donald J. Albers	1994
Eugene Bales	2000
Alfred L. Brokes	1994
Carolle J. Carter	1994
James P. Conlan	1994
Soumen De	2020
Stephanie Dellande	2020
Donald Drury	1995
Jan T. Dykstra	1994
Howard East	1995
James Good	1986
Mark Hager	2023
Diane Harvey	2002
Claudie Hester	2001
Philip Hutcheon	1990
Kathryn Lanson	1994
Donna Little	2018
Robert Malm	1990
Marianne Marar	2023
Craig Medlen	2020
Bruce Paton	2020
Arthur Richards	2007
William Rolloson	1990
Leslie Sekerka	2020
Raymond L. Solari	1995
Jack Thomas	1988
Charles Vanderlip	1991
Ling-Erl Eileen T. Wu	1994
Janis Zaima	2024

BOARD OF TRUSTEES

CHAIR
Micah Kane '91

VICE CHAIR
James (Jim) A. Davlin V

MEMBERS
Thomas (Tom) Byers
Alma Clayton-Pedersen
Howard (Howie) Dallmar '74
David C. Irmer, Sr. '58
Kathy Jackson
Helene Kim
Larry Lopez '84
Zoanne Nelson
Colin O'Malley
Aaron Santillan '03
Fran Schulz '85
Roger V. Smith

TRUSTEE EMERITUS
Andrea (Andy) Cunningham
John Henry Felix '49
Julie Filizetti
J. Michael (Mike) Gullard
Charles (Chop) J. Keenan III '66
Thor Geir Ramleth '87

SCHOOL OF ARTS & SCIENCES FULL TIME FACULTY

The following is a list of full-time Arts & Sciences faculty. The dates refer to the year in which each joined Menlo College.

Jodie Austin: Associate Professor, English (2015).
B.A., University of California, Santa Barbara;
M.A., Ph.D., Brandeis University.

Zackary Bryant: Assistant Professor, Psychology (2022).
B.A., University of California, Santa Barbara;
M.A., San Jose State University;
Ph.D., Springfield College.

Marie Chelberg: Assistant Professor, Psychology (2019).
B.A., B.S., Ohio University, Athens;
M.A., Ph.D., Stony Brook University, New York.

Teddy Lance: Assistant Professor, English (2024.)
B.A., University of Illinois at Chicago;
M.A., University of Southern California;
Ph.D., University of Southern California.

Lisa Mendelman: Associate Professor, English (2016).
B.A., M.A., Stanford University;
Ph.D., University of California, Los Angeles.

Melissa Michelson: Professor, Political Science (2010).
B.A., Columbia University;
M.A., M.Phil., Ph.D., Yale University.

Anh Nhan, Associate Professor (2024).
B.Sc., Cantho University;
M.Sc., National University of Ireland;
M.Sc. Hanoi National University of Education;
Ph.D., National University of Ireland.

Lakiba Pittman: Lecturer, Humanities (2012).
B.A., San Jose State University;
M.A., University of San Francisco.

Melissa Poulsen: Assistant Professor, English (2015).
B.A., University of San Francisco;
M.A., University of California, Santa Cruz;
Ph.D., University of California, Santa Cruz.

Neal Rubin: Professor in Residence, Mass Communication (2022).
B.A., Amherst College;
J.S., University of Southern California Gould School of Law.

Emily Saidel: Assistant Professor Mass Communication (2024).
B.A., The University of Chicago;
M.A.., New York University;
Ph.D., University of Michigan.

Goolrukh Vakil: Assistant Professor, Psychology (2017).
B.S., University of Bombay;
M.S., University of Michigan;
M.A., New College of California;
Ph.D., Sofia University.

Hannah Yanow: Visiting Assistant Professor, Psychology (2023).
B.A., University of Oregon;
M.A., Antioch University, Santa Barbara;
Ed.D., University of San Francisco.

SCHOOL OF ARTS & SCIENCES ADJUNCT FACULTY

The following adjunct faculty members have taught at Menlo College for one or more years. The dates refer to the year in which each faculty member began teaching at Menlo College. A listing of teaching assignments by semester may be obtained through the Office of Academic Affairs.

Joseph Adams: Adjunct Professor, Humanities (2023).
B.A., M.A., Ed.D., San Francisco State University.

Charles Adelberg: Adjunct Professor, Economics (2016).
B.A., Cornell University;
M.S., Ph.D. University of Minnesota.

Erik Bakke: Senior Adjunct Professor, English (2011).
B.A., University of California, Berkeley;
M.A., New York University.

Linda Bakke: Adjunct Professor, English (2019).
B.A., M.F.A., San Francisco State University.

Sung Jae Bang: Adjunct Professor Art (2023).
B.F.A., Seoul National University;
M.F.A., The School of the Art Institute of Chicago.

Jesse Bingham: Senior Adjunct Professor, Psychology (2009).
B.S., Brigham Young University;
M.S., Purdue University.

Caroline Casper: Senior Adjunct Professor, English (2017).
B.A., B.S., Miami University;
M.A., Columbia College Chicago;
M.F.A., University of San Francisco.

Cathy Chang: Senior Adjunct Professor, Mathematics (2020).
B.S., University of Hawaii;
M.S., Northwestern University.

Hae Lee Choi: Adjunct Professor, Art (2023).
B.F.A., SookMyung Women's University.

Ruth Conza-Roman: Senior Adjunct Professor, Spanish (2013).
B.A., Catholic University, Santa Maria;
M.A., San Francisco State University.

Stacey Conradson: Adjunct Professor, ESL (2022).

Kiara Corrigan: Adjunct Professor, Economics (2019).
B.A., The American University;
M.S., Ph.D., University of California, Davis.

Esra Coskun-Crabtree: Adjunct Professor, ESL, (2023).
B.A., Bogazici University;
M.A., University of Leicester;
Ph.D., Purdue University.

Linda Covello: Senior Adjunct Professor,
Art (2019).
B.A., University of California, Santa Cruz;
M.F.A., Parsons School of Design, New York.

Donna Crane: Adjunct Professor, Political Science (2022)
B.A., San Jose State University;
M.A., George Washington University.

Bonnie Crowe: Adjunct Professor, English.
B.A. University of California, Berkeley;
M.A., M.F.A. San Francisco State University.

Robert Di Matteo: Adjunct Professor, Art (2019).
B.F.A., Pratt Institute, New York;
M.F.A., Yale University School of Art, Connecticut.

Michael Durrigan: Senior Adjunct Professor, Mathematics (2014).
B.S., M.S., San Diego State University.

Brennen Facchini: Adjunct Professor, Psychology (2015).
B.A., Menlo College;
M.A., Saint Mary's College.

Reika Faust: Adjunct Professor, Psychology (2024).
B.A., Ashford University;
M.A., University of the Rockies;
M.S., Notre Dame De Namur.

Michael Fitzpatrick: Adjunct Professor, Philosophy (2021).
B.A., M.A., California State University, Chico;
M.S., Ph.D., Stanford University.

David Galaskvily: Adjunct Professor, ESL (2022).
B.A., University of California, Berkeley;
M.S., San Francisco State University.

Michael Gerson: Adjunct Professor, Psychology (2024).
B.A., Dana College;
M.A., Saint Mary's College, Moraga;
M.A., Ph.D., Argosy University.

Pamela Gullard: Senior Adjunct Professor, English (2008).
B.A., Stanford University;
M.A., Notre Dame de Namur University.

Michael Habeeb: Adjunct Professor, Mass Communications (2020).
B.A., San Francisco State University;
J.D., San Francisco Law School.

Loubna Hafiani-Hafid: Senior Adjunct Professor, French (2006).
B.A., Université des Lettres of Meknès;
D.E.A., Université des Lettres of Rabat;
M.A., San Jose State University.

Zaki Hasan: Senior Adjunct Professor, Mass Communications (2009).
B.A., Columbia College, Chicago;
M.A., San Jose State University.

Barbara Hecker: Adjunct Professor, Management Information Systems (2006).
B.S., San Jose State University;
M.S., Golden Gate University;
M.S., University of Maryland;
Ph.D., Nova Southeastern University.

Kristy Holland: Adjunct Professor, History (2017).
B.A., University of the Pacific;
M.A., San Francisco State University.

Michael Huff: Adjunct Professor, Humanities (2021).
B.A., University of California, Berkeley;
M.A., Ph.D., Northwestern University.
M.A., California State University, Hayward.

Kiran Khatri: Adjunct Professor, Economics (2018).
B.A., University of Delhi;
M.A., Rabindra Bharati University;
M.B.A., Kathmandu University;
M.S., University of Delaware.

David McReynolds: Adjunct Professor, Philosophy (2022).
B.A., M.A., San Jose State University.

Donald Mendoza: Senior Adjunct Professor, Mathematics (2014).
B.S., California State Polytechnic University, San Luis Obispo;
M.S., Ph.D., University of California, Berkeley.

Dan Noel: Adjunct Professor, Mass Communication (2022).
B.A., University of California, San Diego; M.S., Humboldt State University;
J.D., University of California, Berkeley School of Law.

Joseph O'Connell: Senior Adjunct Professor, History (2014).
B.A., University of California, Irvine;
M.A., Ph.D., University of California, Santa Cruz.

Karen Peña: Adjunct Professor, English (2020).
B.A., M.A., San Francisco State University.

Manisha Perera: Senior Adjunct Professor, Economics (2019).
B.S., M.S., Ph.D., Auburn University.

Jessica Perla-Collibee: Senior Adjunct Professor, Spanish (2006).
B.A., University of California, Santa Barbara;
M.A., Tufts University.

Hashim Pipkin: Adjunct Professor, English (2021).
B.A., Georgetown University;
M.A., Vanderbilt University.

Richard Russo: Adjunct Professor, Mass Communications (2022).
B.S., Cornell College;
M.A., Ohio University.

Laurie Seidler: Adjunct Professor, English (2018).
B.A., Yale University;
M.F.A., California College of the Arts.

Don Uy-Barreta: Adjunct Professor, Economics (2021).
B.A., University of California, Santa Cruz;
M.S., Golden Gate University, San Francisco.

Victor Vargas: Adjunct Professor, English (2021).
B.A., University of Texas;
M.A., Texas State University;
Ph.D., Claremont Graduate University.

Brad Washington: Adjunct Professor, Social Sciences (2020).
B.A., Hampden-Sydney College;
M.A., Ed.D., University of San Francisco.

Dylan Wisthoff: Adjunct Professor, History (2020).
B.A., M.A., Southern New Hampshire University.

Yanping Wong: Adjunct Professor, Chinese (2020).
B.A., East China Normal University;
M.A., University of Colorado at Boulder;
Ph.D., Stanford University.

SCHOOL OF BUSINESS FULL TIME FACULTY

The following is a list of full-time Business faculty. The dates refer to the year in which each joined Menlo College.

Faten Ben Bouheni: Assistant Professor, Finance and Real Estate (2021).
B.A., High Institute for Accountancy & Management, Tunisia;
M.S., University of Cergy Pontoise, France;
M.S., Carthage High Commercial Studies Institute, Tunisia;
Ph.D., Telecom Ecole De Management, France.

Ruixue Du: Professor, Accounting (2020).
B.S., Nankai University;
M.S., Ph.D., Virginia Tech.

Fabian Eggers: Professor, Marketing and Entrepreneurship & Innovation. (2010)
M.B.A., University of Hamburg;
Ph.D., Leuphana University of Luneburg.

Mikael Hilmersson: Associate Professor, Entrepreneurship and Innovation, International Business (2024).
B.Sc., M.Sc., Ph.D., School of Business and Economics, Linnaeus University, Sweden.

Lan Jiang: Professor, Marketing (2019).
B.A., Beijing University;
M.A., Simon Fraser University;
Ph.D., University of British Columbia.

Dima Leshchinskii: Professor, Finance (2010).
B.S., Tomsk State University;
M.B.A., University of Utah;
Ph.D., INSEAD.

Arman Medina: Lecturer, Sports Management (2017).
B.S., M.A., University of San Francisco.

Sean Pradhan: Associate Professor, Sports Management and Business Analytics (2018).
B.A., San Francisco State University;
M.A., San Jose State University;
Ph.D., University of Michigan.

Dariush Rafinejad: Visiting Professor, Supply Chain Operations and Entrepreneurship (2022).
B.Sc., Abadan Institute of Technology, Iran;
Ph.D., M.Sc., University of California, Berkeley.

Tahereh Saheb: Assistant Professor, Business Analytics and Information Systems (2023).
B.A., M.A., Allameh Tabatabayi University;
M.S., Ph.D., Rensselaer Polytechnic Institute

Manish Tewari: Professor, Finance (2015).
B.Tech., Indian Institute of Technology;
M.B.A., University of Arkansas;
Ph.D., University of Central Florida.

Marzieh Yaghini: Assistant Professor, Marketing and International Business (2024).
M.B.A, Sharif University of Technology, Tehran, Iran;
Ph.D., Lang School of Business and Economics, University of Guelph, ON, Canada.

SCHOOL OF BUSINESS ADJUNCT FACULTY

The following adjunct faculty members have taught at Menlo College for one or more years. The dates refer to the year in which each faculty member began teaching at Menlo College. A listing of teaching assignments by semester may be obtained through the Office of Academic Affairs.

Adam Askarian: Adjunct Professor, Business Analytics and Information Systems (2023).
B.S., Shahed University;
M.S., Isfahan University of Tech;
Ph.D., University of Texas, Dallas.

Donald Campodonico: Adjunct Professor, Management (2017).
B.S., M.B.A., San Francisco State University;
D.B.A., Golden Gate University.

Gary Castro: Senior Adjunct Professor, Marketing (2017).
B.S., San Jose State University;
M.A., Gonzaga University.

Stephanie Evans-Wemusa: Adjunct Professor, Management (2023).
B.A., San Jose State University;
M.S., University of San Francisco.

Skylynne Ellazar: Adjunct Professor, Management (2022).
B.S., University of Maryland College Park;
M.S.M., Manhattanville College.

Brian Favat: Adjunct Professor, Sports Management (2022).
B.S., Boston College;
M.B.A., Kellogg School of Management.

Jay Ghorbani: Adjunct Professor, Business Analytics and Information Systems (2021).
B.S., Shahed University;
M.S., Sharif University of Technology;
Ph.D., West Virginia University.

Emma Gordon: Senior Adjunct Professor, Human Resources (2011).
B.S., University of California, Berkeley;
M.B.A., John F. Kennedy University;
Ph.D. Alliant International University.

Fehmi Hamdan: Adjunct Professor, Management (2021).
B.S., Lebanese American University;
M.B.A., University of San Francisco.

Harsh Jadhav: Adjunct Professor, Accounting (2021).
B.S., San Diego State University;
M.B., California State University, Hayward.

Hooman Koliji: Adjunct Professor, Real Estate (2022).
B.Arch. M.Arch, Shahid Beheshti University, Iran;
M.L.A., Ph.D., Virginia Tech.

Ted Kreutzer: Adjunct Professor, Business Analytics and Information Systems (2022).
B.A., University of Colorado;
M.B.A., University of San Francisco.

Christopher Lim: Adjunct Professor, Management (2021).
M.S., University of Strathclyde, Scotland,
Ph.D., Walden University.

Ali Kashefian Naieni: Adjunct Professor, Business Analytics and Information Systems (2022).
B.Sc., Shiraz University;
M.Sc., Shiraz University of Technology;
Ph.D., M.S.S., University of British Columbia.

Edmund Neo: Adjunct Professor, Finance (2022).
M.B.A., Nyenrode Business University;
M.Sc., Ph.D., Delft University of Technology.

Don Peppers: Adjunct Professor, Marketing (2021).
B.S., United States Air Force Academy;
M.P.A., Princeton University.

Jonathan Reichental: Adjunct Professor, Business Analytics and Information Systems (2021).
B.S., Technological University Dublin & University of Tampa;
M.S., Ph.D., Nova Southeastern University.

Sarahann Shapiro: Senior Adjunct Professor, Real Estate (2018).
B.A., University of California, Riverside;
J.D., Santa Clara University School of Law.

Larry Souza: Visiting Professor, Accounting and Finance (2022).
B.S., San Francisco State University;
M.S., Golden Gate University;
M.S., University of San Francisco;
M.A., San Francisco State University;
M.P.A., San Francisco State University
D.B.A., Golden Gate University.

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B.S., University of La Verne;
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B.A., Gonzaga University of Washington;
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Eric Yap: Senior Adjunct Professor, Management (2017).
B.S., M.B.A., University of California, Berkeley.

ATHLETIC COACHES & STAFF

Lesli Akeo: Head Women's Volleyball Coach (2024). B.A., Siena College

Michael Ayala: Head Women's Wrestling Coach (2022).
B.A., University of Great Falls;
M.A., University of Providence.

Dean Ayoob: Associate Director of Athletics & Chief Operating Officer (2021).
B.S., University of Kansas;
M.S., University of Denver.

Victor Brankovich: Assistant Director of Athletics for Student Health, Wellness (2015).
B.A., Menlo College.

Ben Cabell: Director of Men's & Women's Tennis (2022).
B.A., San Diego State University.

Alexa Daines: Assistant Director of Athletics for Business and Human Resource Management (2016).
B.A., Sonoma State University.

Fred Delgado: Head Women's Soccer Coach (2022).
B.A., Regis University.

Kaitlyn Denning: Director of Cheer & Dance

Skylynne Ellazar: Head Softball Coach (2022).
B.S., University of Maryland College Park;
M.S.M., Manhattanville College.

Mark Fowler: Associate Director of Athletics for Compliance and Student Services (2000).
B.S., California State University, East Bay;
M.A., San Jose State University.

Mike Givens: Director of Golf Operations (2017).
B.A. San Francisco State University;
M.S. United States Sports Academy.

Kevin Handshoe: Assistant Sports Performance Coach / Club Distance Coach (2023).
B.A., Purdue University.

Todd Hollenbeck: Head Men's Volleyball Coach (2018).
B.A., University of the Pacific.

Alex Hoover: Head Baseball Coach (2022).
B.A., San Francisco State University;
M.A., California Polytechnic State University.

Ryan Kirby: Head Athletic Trainer (2023).
B.S., Springfield College.

Keith Lambert: Head Men's Soccer Coach (2017).
B.S., Humboldt State University.

Jocelyn Mantz: Athletics Recruiting Coordinator

Joey Martinez: Head Men's Wrestling Coach/Director of Wrestling (2008).
B.A., Menlo College.

Jessica Rogers: Associate Head Coach, Women's Basketball (2022).

Brendan Rooney: Head Men's Basketball Coach (2020).
B.A., D.P.T., University of the Pacific.

Ally Salzwedal: Sports Information & Operations Director (2022).
B.A., Menlo College.

Keith Spataro: Vice President for Athletics (2001).
B.A., San Francisco State University;
M.A., St. Mary's College.

Shannon Spataro: Head Women's Basketball Coach (2008).
B.A., Pitzer College;
M.A., Lynn University.

Jonathan Surface: Assistant Athletic Director and Chief Revenue Officer (2004).
B.S., University of California, Davis;
M.A., Concordia University.

Matt Tudor: Assistant Men's Soccer Coach

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Executive Director of Internships & Career Services

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Assistant Director, Residence Life and Community Standards

Abel S. Banuelos
Maintenance Technician

Saybah Biawogi
Associate Director of Marketing and Alumni Relations

Ashley Brankovich
Health & Wellness Coordinator

Zachary Bryant
MASPP Director and Faculty Athletic Representative

Monita Chandra
Payroll and Benefits Accountant

Celeste Chapman
Director of Development

Naomi Cholst
Annual Fund Manager

Tim Cruz
Digital Marketing Coordinator

Dan Deaver
Director of Facilities and Grounds Maintenance

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Assistant Registrar

Tuan Dinh
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Richard Ekong
Desktop Support Analyst

Brandon Estaño
Systems Analyst

Elizer Farias Farias
Facilities Technician

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Nick Healey
Admissions Counselor

Nancy Houtz
Development Operations Manager

Vannesa Jimenez
Mental Health Counselor

Malia Johnson
Admissions Operations & Communications Coordinator

LaShonda Kennedy
Director of Student Engagement & Belonging

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Assistant Director, Housing and Residence Life

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Assistant Director of Academic Success

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Admissions Counselor, Transfer and VA Students

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Systems Librarian (PT)

Wilford Lee
Senior Accountant

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Assistant Director of Admissions and Financial Aid

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Associate Director, Human Resources

Maria Mendoza
Associate Director of Employer Relations & Career Services

Samuele Mian
Business & Financial Analyst

Kimberly Mondragon
Admissions and Financial Aid Coordinator

Paolo Nogoy
International Student Recruiter and Events Coordinator

Jessica Nguyen
International Student Advocate & Designated School Official (DSO)

Kevin Ow
Director of Financial Aid

Mike Paneitz
Student Account Manager

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Accounts Payable

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Christopher Simpson
Executive Director of Advising & Retention

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