VISION

Menlo College’s vision is to redefine undergraduate 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 the following: 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 in organizations 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 Academic Calendar 2020-2021

## FALL SEMESTER 2020

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<th>Event/Notes</th>
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<td>August 26-September 4</td>
<td>Wednesday-Friday</td>
<td>Rising Scholars Program</td>
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<tr>
<td>September 3</td>
<td>Thursday</td>
<td>Residence halls open for international residents</td>
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<tr>
<td>September 4</td>
<td>Friday</td>
<td>Last day for 100% tuition refund for complete withdrawal</td>
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<tr>
<td>September 5</td>
<td>Saturday</td>
<td>New Student Orientation/residence halls open for new residents</td>
</tr>
<tr>
<td>September 6-7</td>
<td>Sunday-Monday</td>
<td>New Student Orientation (Mandatory)</td>
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<td>September 7</td>
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<td>Residence hall open for returning residents</td>
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<td>September 7</td>
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<td>Labor Day (MENLO COLLEGE HOLIDAY)</td>
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<td>September 8</td>
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<td>First day of instruction</td>
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<tr>
<td>September 21</td>
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<td>Last day to ADD a class</td>
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<tr>
<td>September 28</td>
<td>Monday</td>
<td>Last day for 75% tuition refund for complete withdrawal</td>
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<td>October 2</td>
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<td>Last day to DROP a class without a “W”</td>
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<td>October 13</td>
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<td>Last day for 50% tuition refund for complete withdrawal (no refunds issued after this date)</td>
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<td>October 30</td>
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<td>Mid-semester grades due</td>
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<td>November 6</td>
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<td>Graduation Petition deadline for spring/summer 2021</td>
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<td>November 6</td>
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<td>Last Day to WITHDRAW from a Class with a “W”</td>
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<td>November 9</td>
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<td>Spring registration materials available</td>
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<td>Spring registration begins for seniors</td>
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<td>November 11</td>
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<td>Spring registration begins for juniors</td>
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<td>November 12</td>
<td>Thursday</td>
<td>Spring registration begins for sophomores</td>
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<td>November 13</td>
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<td>Spring registration begins for all continuing students</td>
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<td>November 26-27</td>
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<td>Classes resume</td>
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<td>December 1</td>
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<td>Tuition due for spring 2021</td>
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<td>Last day of instruction</td>
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<td></td>
<td></td>
<td>Last day to register for spring 2021 classes without a late fee</td>
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<td>December 21</td>
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<td>Final grade reports due</td>
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<tr>
<td>December 21</td>
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<td>Spring registration begins for new students</td>
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### Menlo College Academic Calendar 2020-2021

#### SPRING SEMESTER 2021

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<td>New Student Orientation/residence halls open for new residents</td>
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<td>January 15</td>
<td>Friday</td>
<td>Last day for 100% tuition refund for complete withdrawal (less non-refundable fees)</td>
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<td>January 16-17</td>
<td>Saturday-Sunday</td>
<td>New Student Orientation</td>
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<td>January 18</td>
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<td>Residence halls open for returning students</td>
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<td>January 18</td>
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<td>Martin Luther King Day (MENLO COLLEGE HOLIDAY)</td>
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<td>January 19</td>
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<td>First day of instruction</td>
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<td>January 22</td>
<td>Friday</td>
<td>Last day to ADD a class</td>
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<tr>
<td>February 1</td>
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<td>Last day for 75% tuition refund for complete withdrawal</td>
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<td><strong>February 12</strong></td>
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<td>Last day to DROP a class without a “W”</td>
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<td>February 15</td>
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<td>Last day for 50% tuition refund for complete withdrawal (no refunds issued after this date)</td>
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<td>March 12</td>
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<td>March 15-19</td>
<td>Monday-Friday</td>
<td>Spring recess – no classes</td>
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<td>March 26</td>
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<td>Graduation Petition deadline for fall 2021</td>
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<td>Last Day to WITHDRAW from a Class with a “W”</td>
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<td>Fall registration materials available</td>
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<tr>
<td>April 13</td>
<td>Tuesday</td>
<td>Fall registration begins for seniors</td>
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<tr>
<td>April 14</td>
<td>Wednesday</td>
<td>Fall registration begins for juniors</td>
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<td>April 15</td>
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<td>May 7</td>
<td>Friday</td>
<td>Last day of instruction</td>
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<td></td>
<td></td>
<td>Last day to register for fall 2021 classes without a late fee</td>
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<tr>
<td>May 8</td>
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<td>Final examinations for English</td>
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<td>Sunday</td>
<td>Final examinations for Math</td>
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<td>Final exams begin for all other classes</td>
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<td>Late fee applied for fall 2021 registration</td>
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<td>May 14</td>
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<td>May 17</td>
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<td>Fall registration begins for new students</td>
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<tr>
<td>July 1</td>
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<td>Fall 2021 tuition due</td>
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#### SUMMER CLASSES

Start May 31st and end July 30th

Internship Classes:  
**SESSION 1**: May 24th to July 30th  
**SESSION 2**: June 7th to August 13th
Welcome to Menlo College!

We are proud to present to you the Menlo College Academic Catalog for 2020–21. The resources the Catalog is designed to promote the personal and intellectual growth of our students, and our course offerings reflect that principle. Especially as we strive for racial justice and deal with the uncertainty of a pandemic, we are redoubling our commitment to you, our students.

Integrity, honesty, and concern for others are dominant themes at Menlo College. Our faculty and staff are dedicated to the success of every one of our students. At the same time we are committed to enhancing the diversity, inclusion and equity of campus life. Thus Menlo students have the opportunity to pursue dynamic courses, unique learning experiences, and countless opportunities for intellectual and personal development. Our commitment to excellence and our concern for individual growth are hallmarks of a Menlo education.

As we move into this academic year, Menlo will do so with safety and health as primary guideposts. Menlo offers the opportunity to benefit from cultural and service activities, as well as expertise from Silicon Valley and beyond. Students are offered self-governance, an athletic program focused on participation and the success of our scholar-athletes, and a vibrant community. The Menlo College experience broadens and enriches each person’s experience.

Your college education is one of the most important investments in your life. You chose well by selecting Menlo for your education.

Thank you for entrusting your future to Menlo College.

Onward,
Grande Lum
Provost and Vice President for Academic Affairs
# PHONE & FAX NUMBERS

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

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<td>Academic Success Center</td>
<td>543-3845</td>
<td>543-4003</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>800-556-3656, 543-3753</td>
<td>543-4496</td>
</tr>
<tr>
<td>Alumni Engagement &amp; Development</td>
<td>543-3823</td>
<td>543-4102</td>
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<td>Athletics &amp; Physical Education</td>
<td>543-3852</td>
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<td>Conferences and Event Services</td>
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<td>543-3719</td>
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<td>Financial Aid/Scholarships</td>
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<td>Internship Program &amp; Career Services</td>
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<td>International Student Services</td>
<td>543-3831</td>
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<td>Library</td>
<td>543-3825</td>
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<tr>
<td>President’s Office</td>
<td>543-3744</td>
<td>543-4130</td>
</tr>
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<td>Registrar’s Office (Transcripts)</td>
<td>543-3737</td>
<td>543-4103</td>
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<tr>
<td>Student Accounts</td>
<td>543-3781</td>
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</tr>
<tr>
<td>Student Affairs</td>
<td>543-3779</td>
<td>543-3750</td>
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</table>
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 a six-credit internship, either full-time during the summer between their junior and senior years or part-time during their senior year, 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 multi-cultural perspective.

HISTORY
Menlo College was founded in 1927 as a private residential college for men. Students could complete the first two years of college study before transferring to a university to complete undergraduate coursework.

In 1949, the School of Business Administration was established as a four-year program. 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 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, with students calling 35 different countries their home. 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 will often 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.
Admission to Menlo College

Menlo College seeks to attract a diverse and talented student body. Although many of Menlo’s students come from California, more than 25 other states and 35 foreign countries are also represented.

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 (www.menlo.edu/visit-us) or by contacting the Office of Admissions toll-free at 1(800) 55-MENLO (within the USA) or (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 www.menlo.edu. There has been a large increase in applications over the past few years.

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.
- One written recommendation from a teacher or counselor.
- SAT or ACT scores (optional).

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 www.menlo.edu. Menlo College also participates in the Common Application program.
- Submit a non-refundable processing fee of $40.
- Applicants should have their recommendation completed by a counselor or teacher. Recommendations can be faxed, emailed, or mailed to the Menlo College Office of Admissions.
- Freshman applicants should request that an official 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 official transcripts from all colleges and universities attended. Transfer students with fewer than 12 transferable academic semester units must also submit official 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. (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.

- All students must submit an essay of no fewer than 250 words addressing their reasons for seeking a college education, expectations of a college education, and reasons for applying to Menlo College.

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 approximately six weeks prior to the beginning of each semester.

**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 15–20 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 official TOEFL, IELTS, or GTEC CBT scores. International students whose language of instruction is English may submit a SAT or ACT test score in lieu of TOEFL or IELTS. Official results must be sent to the Office of Admissions.

- 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 5.5) will be considered for the Intensive English Program (IEP).

- Intensive English Program applicants may request a Skype or in person interview in lieu of submitting official TOEFL or IELTS.

- International students who are transferring from a community college or an regionally accredited university within the United States, and who have successfully completed the prerequisite for the degree level Freshman English Composition with a grade of “C-” or higher are not required to present official TOEFL or IELTS.

- All foreign university transcripts must be evaluated by WES (www.wes.org)

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 approximately six weeks prior to the beginning of each semester.

All international students are automatically enrolled in the Menlo College-sponsored health plan unless proof of comparable coverage with an insurance carrier based in the U.S. is provided.

GUEST STUDENTS
A guest or visiting student is a degree-seeking student in good standing at another institution who is admitted to Menlo College for one term only. Coursework completed under guest 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 guest students seeking to register in the fall or spring terms.

To apply as a guest student, complete and submit a Menlo College Undergraduate Guest Application available on www.menlo.edu.

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

Guest students are limited to one semester of enrollment. Guest students 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 guest student must apply through Admissions within one year of enrollment. Courses taken at all institutions, including those taken as a guest 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 guest student as a regular degree-seeking student.

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 www.menlo.edu.
- Submit a non-refundable processing fee of $40.
- Submit official transcript(s) from all institutions attended. The academic standing of a readmission applicant and the transferability of college courses completed after leaving Menlo will be determined prior to re-enrollment. Failure to report the history of other post-secondary enrollments will likely result in the student’s administrative withdrawal from Menlo College.
- 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 approximately six weeks prior to the beginning of each semester.

ADVANCED PLACEMENT
Entering freshmen 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 (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 www.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 Disability Services Specialist at disabilityservices@menlo.edu or 650.543.3720.
Tuition, Housing & Related Fees

The charges for tuition, room/board, and fees for the 2020-2021 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 Student Service Center, students will receive their official class schedule. Residential students are permitted to move into the residence halls only after payment arrangements have been completed.

**TUITION**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall Cost</th>
</tr>
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<tbody>
<tr>
<td>12 to 19</td>
<td>$22,525 per semester</td>
</tr>
<tr>
<td>Per unit (under 12 or over 19)</td>
<td>$1,877 per unit</td>
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<tr>
<td>Summer Session tuition per unit</td>
<td>$938.50 per unit</td>
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</table>

**FEES**

- **Student Body Fee (mandatory)** $405 per semester
- **Medical Insurance Fee**
  - Fall only $1,150 (December program completion)
  - Spring/Summer $1,150 (Entering Menlo in spring term)
- **ID Card Replacement Fee** $10 (Students receive up to two complimentary cards, but are charged $10 per card for any replacements after the first two.)
- **Medical Insurance Fee for International Students** $1,150 per semester
- **Application Fee** $40

**Admission Deposit** $250
**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 and Fax Fees** Fee varies (see Transcripts)
**Internship Credit Deferral Fee** $250
**Course Materials Fee** Fee varies

**ON-CAMPUS HOUSING** (Residential Students)

<table>
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<tr>
<th>Room Type</th>
<th>Cost per Semester</th>
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</thead>
<tbody>
<tr>
<td>Standard Single</td>
<td>$10,150</td>
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<tr>
<td>Standard Double</td>
<td>$7,700</td>
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<tr>
<td>Large Double</td>
<td>$7,950</td>
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<tr>
<td>Standard Triple</td>
<td>$6,375</td>
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<tr>
<td>Security deposit (refundable)</td>
<td>$300</td>
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</table>

Includes free laundry, 19 meals per week, broadband internet access, and basic cable service.

**PAYMENT OF COLLEGE BILLS**

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; withdrawal from classes; holds on schedule changes; 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. Financial arrangements should be made in advance to assure 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.

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 your reason for a refund includes withdrawal or Leave of Absence from the College, please contact the Office of the Registrar for more information on the proper exit procedures and forms, in person at the Student Services Center, by phone at 650-543-3737, or by e-mail at 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 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 grants, but may be eligible for merit scholarships. International F-1 visa students are not eligible for need-based financial aid, but are eligible for merit scholarships.

COST OF ATTENDANCE (COA) 2020-2021

The following chart shows the cost of attendance (COA) for the 2020-2021 academic year (fall 2020 and spring 2021). Students cannot receive more financial aid than their COA.

<table>
<thead>
<tr>
<th></th>
<th>LIVING ON CAMPUS</th>
<th>LIVING OFF CAMPUS</th>
<th>LIVING W/ PARENT/RELATIVE</th>
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<tr>
<td>Tuition</td>
<td>45,050</td>
<td>45,050</td>
<td>45,050</td>
</tr>
<tr>
<td>Student Fee</td>
<td>810</td>
<td>810</td>
<td>810</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$15,900</td>
<td>$15,900</td>
<td>4,000</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>550</td>
<td>550</td>
<td>550</td>
</tr>
<tr>
<td>Student Loan Fees</td>
<td>390</td>
<td>390</td>
<td>390</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,350</td>
<td>3,826</td>
<td>3,826</td>
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<tr>
<td>Miscellaneous</td>
<td>1,004</td>
<td>1,004</td>
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<tr>
<td>TOTAL COSTS</td>
<td>$65,054</td>
<td>$67,530</td>
<td>$55,630</td>
</tr>
</tbody>
</table>

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.
FINANCIAL AID

EXPECTED FAMILY CONTRIBUTION (EFC)
The primary responsibility for college costs rests with the student and family. A student who applies for financial assistance must provide information about family assets and family income for the prior year. Based on a federal formula, the Expected Family Contribution (EFC) is the amount the student and family are expected to contribute toward college expenses. The EFC is used to determine 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 EFC. 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 1st as possible.

To be considered for financial aid, students must:
- Submit the Free Application for Federal Student Aid (FAFSA) on the Web at www.fafsa.gov. The completed FAFSA must be submitted by March 2 in order to be considered for the 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, CA 95741-9077. (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. Please note that if a full-time day student completes only 67 percent of his or her attempted classes, it will take six years to complete a bachelor’s degree. 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 he or she is 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

Federal Pell Grants
This program provides federal grants up to $6,345 in 2020-2021 to undergraduate students. The minimum Federal Pell Grant award for an academic year is $448. To be eligible, students must demonstrate financial need.

Federal Supplemental Educational Opportunity Grants (FSEOG)
FSEOG grants are administered on behalf of the federal government. They are awarded first to students with the lowest expected family contribution (EFC) and the highest financial need. Priority is given to students who receive Federal Pell Grants. FSEOG Grants are only available to full-time undergraduate students who are required to pay the higher tuition cost. 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.

- 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 2020-2021 year is $9,084.
- Cal Grant B This California grant assists very low-income students with living expenses, books, supplies, transportation and other costs. The minimum award for the 2020-2021 year is $1,672, with a maximum award of $10,756. Cal B access award is applied to tuition by default. Please contact the financial aid office if you wish to receive access award as a stipend.

Additional Requirements for Cal Grant Recipients:
In addition to the Free Application for Federal Student Aid, students are also required to have the GPA Verification Form for Cal Grant Programs completed by the Menlo College Office of the Registrar or 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 www.calgrants.org.

Menlo Grants
Menlo Grants assist low- and middle-income students with direct. To be eligible for a Menlo Grant, students must demonstrate financial need as determined by the FAFSA. 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.

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

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 exceed the lifetime loan limit as a dependent student ($31,000), or exceeded the lifetime loan limit as an independent student ($57,500).
Max Annual Loan Amounts

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<td>Junior/Senior</td>
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- **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 he or she is in a deferment status and during the grace period.

**Federal PLUS Loans (Parent Plus Loans)**
The Federal PLUS Loan Program is an optional funding source to assist the parents of dependent students in meeting educational expenses at Menlo College. These loans are made through the federal government. To determine a parent’s eligibility for the Federal PLUS Loan, the parent’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 freshman or sophomore and will not exceed $5,000 if the student is a college junior or senior.

Parents 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 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**
Menlo College is deeply committed to preparing men and women 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. Guest students are not considered for these scholarships and awards.

**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 regulations 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 https://my.menlo.edu/NetPartnerStudent/Logon.aspx or by selecting the “Financial Aid Portal” link on mymenlo.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.
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 and spring semesters and optional summer sessions. In addition, students may earn majors in a variety of areas that complement their degree.

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

**Bachelor of Science in Business**

Majors:
- Accounting
- Finance
- Marketing
- Management
  - Business Analytics Concentration
  - Entrepreneurship and Innovation Concentration
  - General Management Concentration
  - Human Resource Management Concentration
  - International Management Concentration
  - Real Estate Concentration
  - Sports Management Concentration

**Bachelor of Arts**

Major:
- Psychology

**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.
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 either at the end of the fall, spring or summer terms, there is only one Commencement ceremony held in May.

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 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 6, 2020** for end of spring or summer 2021
- **March 26, 2021** for end of fall 2021

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

**COMMENCEMENT ELIGIBILITY**
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 six units of completing them by August 31.

**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, and ethical 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, the depth and breadth of achievement, as exemplified by high performance in a variety of courses taken outside the major field of study, are also important selection criteria. In addition, the Dean of Students Affairs is consulted to ensure that the students chosen as valedictorian and salutatorian have no Honor Code or significant disciplinary violations. Candidates must have earned a minimum of 60 semester credits for which letter grades were earned from Menlo College and must have petitioned to graduate by the deadline for doing so.

The selection process occurs during the spring semester on the basis of the graduating students’ college record at that point in time. The following criteria will be used to identify students who will be considered for these honors, and any one of these criteria may be used to differentiate among candidates for valedictorian or salutatorian: 1. GPA earned at Menlo College; 2. Availability to participate in commencement activities; 3. Number of Menlo credits with a letter grade (note that a student with double major or a major that requires additional units, e.g. accounting, should not be advantaged); 4. Number of A+ grades received per semester at Menlo College; 5. Amount and quality of transfer credits; 6. Depth and breadth of educational experience. The Valedictorian and Salutatorian honor appears in the Commencement brochure but not on official transcripts. Students who petition to graduate late, may not be considered for this honor.
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 Academic Advising Center and 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: Academic Advising Center, Menlo College, 1000 El Camino Real, Atherton, CA 94027-4301 or phone (650) 543-3917 or fax (650) 543-4120.

Inquiries regarding the Commencement ceremony, regalia and rehearsals should be directed to Linda Teutschel, Menlo College, 1000 El Camino Real, Atherton, CA 94027-4301 or phone (650) 543-3744.
Menlo College has created an environment where the curricular and co-curricular work together to provide a total educational experience for the student. Our mission is to help students realize personal success through the development of the whole person, promoting the balance of a student’s physical, emotional, social, and intellectual growth. The Menlo College staff is committed to providing specialized services and opportunities that will prepare students for success in their personal and professional lives.

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 dances, cultural events, festivals, guest speakers, bands, athletic competitions, and a variety of other activities.

The College encourages innovation in student activities. In additional, student groups or individuals with ideas for events or projects are encouraged to visit the Office of Student Affairs in the Administration Building to discuss them. 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 AFFAIRS PROGRAM LEARNING OUTCOMES

Wellness
- Students will gain awareness of healthy practices and area resources that contribute to healthy living
- Students who utilize Menlo College Mental Health Services will develop strategies for improving their mental health

Engagement
- Students will demonstrate a commitment to inclusion in the community
- Students will experience activities that encourage their engagement on campus

Leadership
- Student leaders will display critical thinking skills and the ability to lead others towards a common goal
- Student leaders will exhibit the ability to utilize a process of decision-making based on evidence

First-Year Experience
- First-year students will make use of student services and opportunities that contribute to their educational experience
- First-year students will develop strategies for maintaining personal health, wellness, and safety

Community and Residential Education
- Students will develop a sense of belonging in the Menlo Community
- Students participating in the conduct review process will demonstrate the ability to make positive decisions (based on number of students who repeat behavior)

STUDENT ORGANIZATIONS
Menlo College provides a variety of opportunities for student involvement in campus organizations. This involvement provides students with a chance to meet
others with similar interests and to develop interpersonal and leadership skills. All students are encouraged to consider involvement in campus activities, organizations, and leadership opportunities. All current student organizations can be found on Menlo Roots, the campus student engagement portal (menlo.presence.io). New organizations can also register during the start of the fall or spring semesters through the Menlo Roots website.

**MENLO ROOTS** ([https://menlo.presence.io/](https://menlo.presence.io/))

Menlo Roots provides an interactive website and mobile portal where students, faculty, and staff can engage together in all aspects of campus life. Menlo Roots is the main hub for the campus event calendar, SERV hour submission, campus event registration, organization registration and communication, campus and organization elections and surveys, plus allows for photos, messages, and news stories to be posted and shared within the community. Menlo Roots has a public side to highlight current sport teams and organizations, but even more information and functions can be accessed once you log in with your Menlo campus credentials.

**LEADERSHIP OPPORTUNITIES**

Exceptional leadership development opportunities set Menlo College apart from other colleges and universities. Menlo College provides a range of programs that enable students to discover and develop their leadership skills.

Menlo leadership opportunities include the following:

- Athletic Team Managers
- Black Student Union
- Asian Student Association
- Conduct Review Board
- Gay Straight Alliance
- La Sociedad Latino de Menlo College (SLMC)
- Menlo College Student Government (MCSGA)
- Peer Mentor
- Peer Tutor
- Resident Assistant
- Residence Hall Governance Association Officer
- Student Affairs Office Program Coordinators
- Student Programming Board
- Student Union Manager/Student Union Employee
- Women’s Business Society
- University Innovation Fellow

If students are interested in broadening their leadership skills, they should stop by the Office of Student Affairs.

**COUNSELING & HEALTH SERVICES**

The Office of Student Affairs has Mental Health Counselors on staff who can be reached at (650) 543-3798 or by emailing our Director of Mental Health Services, Dr. Jake Kelman at jake.kelman@menlo.edu. The College is also fortunate to be in close proximity to multiple health resources that are nationally known. Please be advised that all full-time students (residential and non-residential) are required to maintain medical insurance with coverage for inpatient care, catastrophic illness, and emergency injury care. Students are strongly encouraged to establish contact with a local internal medicine physician who will serve as a primary point of interface with the health care system for the duration of their time at Menlo College. Consult your health insurance provider about local health care practitioners who are covered by your plan. Students who are enrolled in the Menlo College Student Health Insurance Plan (SHIP) can visit their website at [http://4studenthealth.relationinsurance.com](http://4studenthealth.relationinsurance.com) or call 1 (800) 537-1777 or email customerservice.la@relationinsurance.com in order to get assistance with finding a doctor and getting health resource information.

The Menlo Medical Clinic at 1300 Crane Street in Menlo Park is within walking distance of campus. For further information, please visit their website at [www.menloclinic.com](http://www.menloclinic.com). Hospitals that serve the immediate area include Stanford Hospital, located at Stanford University ([www.stanfordhospital.org](http://www.stanfordhospital.org)), Sequoia Hospital, located in Redwood City ([www.sequoiahospital.org](http://www.sequoiahospital.org)) and Kaiser Permanente Redwood City Medical Center & Hospital, located in Redwood City ([www.kaiserpermanente.org](http://www.kaiserpermanente.org)). For assistance with local counseling resources and referrals, please contact the Office of Student Affairs.

**INTERNATIONAL STUDENT SERVICES**

International students make up a substantial proportion of the total student body. The presence of this large multi-national segment of students adds a great deal of desired cultural diversity to the student body.

Designated School Officials in International Student Services serve the needs of the College’s international students by:

- Orienting newly arrived international students to various aspects of the U.S. culture and educational system
- Assisting international students in maintaining their student status and other related immigration matters
- Providing cross-cultural counseling for international students in order to facilitate their adjustment to the U.S. and Menlo College
International Students enrolled at Menlo College on F-1 Student Visas must:

- Keep their passports valid at all times
- Carry a full course of study (at least 12 units during each fall and spring semester)
- Make satisfactory progress toward obtaining their academic degree
- Follow certain procedures if they need to stay in the U.S. longer than the program completion date on their initial acceptance document
- Limit employment on campus to a total of 20 hours per week while school is in session
- Refrain from engaging in off-campus employment in the U.S., both before, during, and after graduation without appropriate authorization
- Ensure that their travel documents are in order before leaving the U.S. (even for a trip to Canada or Mexico)
- In order to re-enter the United States after a temporary absence of five months or less, students must have a valid passport, a valid visa, and a properly endorsed travel document
- Follow certain procedures to transfer to a school other than the one originally authorized
- Report any change of address with ten days to International Student Services

Students should consult with International Student Services for details on these and other matters concerning their visa status.

**THE RESIDENTIAL PROGRAM**

The residential 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. The College provides all students with the opportunity to reside and actively engage in a community of scholars. As such, the campus community offers numerous opportunities for learning that facilitate the holistic development of our students.

The 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, residential faculty and staff contribute to the development of students that occurs outside of a traditional classroom setting.

The residential program offers students the opportunity to integrate the college learning experiences that occur within and beyond the classroom. Through participation in athletics, intramurals, co-curricular and extra-curricular programming, students develop:

- Strong critical thinking and communication skills
- Increased international and multi-cultural awareness
- A recognition of the importance of environmental responsibility
- Leadership skills with the capacity for ethical decision-making

**RESIDENTIAL LIFE**

Room assignments are made before the semester begins. The Residential Life staff tries to honor requests for specific rooms and/or roommates to the extent that physical limitations and residence hall organization permit. Freshmen 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.

There are five residence halls on campus: 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. An alarm clock, study lamp and wastebasket are also recommended. Students may add posters, radios, TVs, computers, etc. Laundry facilities 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.

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.

**INTERNET AND CABLE SERVICE**

Students have basic cable and Internet access in their
Residence Hall rooms at no additional charge. Expanded cable service and premium channels must be arranged for separately, as the cable service will bill students directly for this extra service. For additional information about cable services, please contact Student Affairs.

**RESIDENCE REQUIREMENTS**

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.

Menlo College maintains a substantial on-campus student body. All unmarried students who do not attain the age of 21 before the start of a semester 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). This policy does not apply to those students with junior or senior standing or those who have lived on campus for four semesters. 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 change of status must be made using the appropriate form available in the Office of Student Affairs.

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 the Residential Life Office for a waiver of this requirement.

**RESIDENT REFUND POLICY**

If a student officially withdraws, changes residence status, or who is otherwise removed from campus housing is eligible for a refund, the date that the student officially checks out of his/her residence hall room with a staff member is the date that will be used to calculate residence fee refunds. Room and board fees will be pro-rated through the twentieth (20) class day of occupancy. Room and board is a combined fee, not separated for billing purposes. There is no refund beyond the 20th class day during a semester. See the section on “Tuition and Fees” for additional information.

**MEDICAL INSURANCE**

Menlo College requires all full-time students to maintain medical insurance for in-patient care and catastrophic illness and injury. Since there are many variables that could change your insurance status, it is necessary for all students to satisfy their insurance requirements through private employer-sponsored plans or through enrollment in the Menlo College Student Health Insurance Plan (SHIP) every academic year. Students who fail to go online to waive the Student Health Plan will automatically be enrolled in the Menlo College Plan and will be billed for the coverage. For more information regarding this policy, please visit 4studenthealth.com/menlo. International students can only waive SHIP if their alternate insurance is based in the U.S.

**STUDENT CONDUCT**

In light of the adult responsibilities associated with becoming a member of the Menlo College community, the College expects each student to behave in a conscientious and responsible manner with due respect and regard for the welfare and sensibilities of others. Regulations are adopted with that purpose in mind. 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 is contained in the Student Handbook and is used as a basis for evaluating appropriate campus life behavior. Violations of the Code will result in disciplinary actions including community service, fines, mandatory counseling, and in extreme cases, eviction from housing, no trespassing, suspension or expulsion. Ignorance is not a valid excuse for violation of the Code.

**STUDENT CODE OF CONDUCT**

The following conduct code excerpts are endorsed by the faculty and staff and are intended to make clear that violations of these policies are of paramount importance and violators will be fully held responsible subject to the applicable rules, policies and procedures. The complete listing of the Student Code of Conduct is available online at www.menlo.edu in the Student Handbook.
Alcohol
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.

Drugs
Possession of illegal drugs and/or marijuana will not be tolerated. The College will fully cooperate with law enforcement authorities in any case involving illegal possession, use, or sale of drugs. Additionally, the College stands ready to take its own action including, but not limited to, search of a student’s room by authorized College personnel who have reasonable cause to suspect the possession of illegal drugs and/or marijuana. Students found in possession of illegal drugs and/or marijuana will be subject to severe disciplinary action up to and including expulsion.

Damage to Property
Damage to property of Menlo College or to the property of any College community member is grounds for disciplinary action up to and including suspension and/or expulsion subject to applicable rules, policies and procedures.

Harm or Threats of Harm
Causing harm or making threats of harm to any member of the Menlo College community including employees, guests, students, and any entity associated in any manner with the College, is grounds for disciplinary action up to and including administrative withdrawal, suspension or expulsion subject to applicable rules, policies, and procedures.

Honesty in Academic Work
Honesty in academic work is governed by the rules of the Academic Integrity Policy and is expected from all members of the Menlo College community. Violations of these policies are grounds for disciplinary action up to and including administrative withdrawal, suspension or expulsion subject to applicable rules, policies and procedures. Please refer to the section on “Academic Integrity Policy” for additional information.

Guest Visitation
Students may have overnight guest visitation but they must obtain the consent of their roommate. Guests may be housed overnight no longer than three consecutive days. Guests are expected to observe the same standards of conduct as Menlo students. Students will be held responsible for the actions of their guests while they are on campus.

Firearms, Weapons and Fireworks
On-campus possession of firearms (antique or modern), other weapons of any kind, and fireworks are strictly prohibited. Students found in possession of firearms (any type of gun including BB, air, etc.) or weapons may be subject to immediate expulsion from Menlo College.

OTHER CAMPUS SERVICES

Student Services Center (SSC)
Located in the Admissions Building, the Student Services Center is the campus hub for information on student services and administrative needs. Housed in the SSC are the offices of the Registrar, Financial Aid, Student Business Accounts and International Student Services. This is also the center where students can get their student ID cards. The SSC and its “one-stop shop” philosophy provide students and visitors with responsive, streamlined access to campus resources and 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 https://www.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 of their Freshman year. 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 viola-
tions 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 mail box, 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.

**Menlo College Campus Store**

The Campus Store sells school supplies, stamps, phone and computer accessories, health & beauty aids, coffee, drinks, snacks, faculty authored books, and Menlo clothing and gifts. School ID replacement is located in the Campus Store. Replacement ID fee is $10.

The Campus Store accepts cash, personal checks, VISA, Mastercard, American Express, Discover, and Book Loans.

All refunds require the receipt. Return policy at the bottom of receipts, is available upon request, and is posted in the store and online.

The Campus Store offers a free charging station for cell phones and tablets while shopping. The Campus Store offers a dry cleaning service with convenient drop off and pick up.

Campus Store: [www.campusstore.menlo.edu](http://www.campusstore.menlo.edu)
(650) 543-3711
(800) 55menlo ext. 3711

**Virtual Bookstore**

At the Menlo College 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.

Textbooks: [http://www.ecampus.com/menlo](http://www.ecampus.com/menlo)

**COMMUNITY SERVICE**

SERV (Service, Education, and Resources for Volunteers) is Menlo College’s community service program. SERV is designed to help students who, as future business and community leaders, will be in a position of building and leading communities in their professional and personal lives. The SERV program provides the opportunity for students to gain the skills necessary to assume leadership roles and become responsible members of the global community. By engaging in community field experiences, students will learn to apply education gained in the classroom toward positive, humane ends in their communities.

The SERV program strives to:
- Develop a sense of belonging and connection with the Menlo community
- Create opportunities for students to find their role in meeting the needs of the greater community
- Enrich the educational experience through meaningful volunteer experiences, leading to the development of productive individuals
- Assist in creating more self-directed creative campus involvement

All students (beginning with 2020-2021 entering freshman class) are required to complete 30 hours of community/volunteer service and write a 500 word reflection on one of these activities during each academic year as a graduation requirement. All SERV hours and reflections must be submitted through Roots ([https://menlo.presence.io/organization/service-education-and-resources-for-volunteers-serv](https://menlo.presence.io/organization/service-education-and-resources-for-volunteers-serv)) by May 1. If you are a senior or a spring transfer, you are required to complete 15 hours of community service, plus the reflection.

Failure to complete SERV hours will result in a hold being placed on class registration. Students who have not completed hours must demonstrate SERV progress (20 hours completed) at the time of registration in order to sign up for classes. Failure to complete the remaining hours by May 1 will result in the student being disenrolled from classes.
There are a large variety of community service opportunities for students to take advantage of. Stop by the SERV office in Student Affairs to learn more and be on the look out for announcements to participate in SERV projects both on and off campus.

The Office of Student Affairs provides SERV coordination, training, tracking of community service hours (through Menlo Roots), and volunteer referral services. For more information, please call (650) 543-3779.
MISSION STATEMENT
The mission of the Department of Athletics is to sponsor a broad-based athletics program, using the avenue of competitive sports to complement and enhance the educational and co-curricular experience of each student. The Department of Athletics is committed to the fair and equitable treatment of men and women, and to maintaining and supporting diversity among staff and student-athletes. The Department of Athletics is committed to the National Association of Intercollegiate Athletics (NAIA) philosophy of encouraging balance in the life of a student-athlete, allowing time for participation in competitive sport, supporting involvement in leadership activities on campus, and striving for a high level of achievement in all academic endeavors.

INTERCOLLEGIATE ATHLETICS
The Menlo College Intercollegiate Department of Athletics consists of 16 varsity programs, which include: baseball, men’s basketball, men’s cross country, men’s golf, men’s soccer, men’s track & field, men’s volleyball, men’s wrestling, women’s volleyball, women’s golf, women’s softball, women’s basketball, women’s soccer, women’s wrestling, women’s cross country and women’s track & field. The Department of Athletics maintains a membership with the NAIA, participating in the Golden State Athletic Conference (baseball, softball, volleyball, men’s and women’s golf, men’s and women’s basketball, men’s and women’s cross country, men’s and women’s track & field, and men’s and women’s soccer). Men’s and Women’s wrestling compete in the Cascade Collegiate Conference.

ATHLETIC ACCIDENT & INJURY INSURANCE
Student-athletes are required to provide proof of current, permanent primary medical insurance. The policy must provide coverage for athletic injuries and will not be a short-term policy. All student-athletes who have not provided personal primary insurance to the Head Athletic Trainer will be enrolled in and billed for medical insurance provided through Menlo College. There are no exceptions to or waivers to this policy.

DRUG TESTING
Per athletic department institutional guidelines, all student-athletes, including red-shirt athletes, will participate in random selection drug testing. All student-athletes must read the drug testing policy and sign a drug testing consent form prior to the start of the academic year. A copy of this policy can be found at www.menloathletics.com under the Compliance link.

ATHLETIC PARTICIPATION
No member of a Menlo College Intercollegiate Athletic team may participate in an official competition until verification of the following:

- Payment of the $250 commitment fee to the Office of Admissions
- Current enrollment in 12 or more units (full-time status) and in good academic standing
- Certified as academically eligible by the Compliance Officer in the Department of Athletics
- Registered and cleared through the NAIA Clearinghouse (www.playNAIA.org)
- Proof of a current physical examination by a personal physician, furnished upon arrival at Menlo (to be kept on file in the Head Athletic Trainer’s office)
- Copy of primary health insurance card on file in Head Athletic Trainer’s Office
- Signed Drug Testing Consent form. This form will be distributed and collected by the Head Athletic Trainer
- Signed student-athlete Statement of Eligibility. This...
form will be distributed and collected by the Director of Athletics at each team’s pre-season meeting

Freshmen Eligibility
In order to be eligible, incoming freshmen must meet two of three Menlo College Department of Athletics eligibility requirements:

- A score of 970 on the SAT (evidence based Reading/Writing) or 18 on the ACT
- A 2.0 GPA or above on a 4.0 scale
- A ranking in the top half of his/her graduating class

To continue spring eligibility, freshmen must pass at least 9 units of coursework during the fall semester.

SECOND SEASON CONTINUING ELIGIBILITY
To participate in a second season of eligibility, each student-athlete must have passed 24 units. In addition, a student playing in a second (continuing) season must currently be enrolled in 12 or more units.

TWO-YEAR TRANSFER ELIGIBILITY
To become eligible as a transfer from a two-year institution, the student-athlete must enter Menlo College under the following guidelines:

- If one year of eligibility is used, the individual must have accumulated 24 units to participate in a second season of a sport
- If two years of eligibility are used, the individual must have accumulated 48 units to participate in a third season of a sport

In addition, students must have attained a cumulative GPA of 2.0 on a 4.0 scale. A tracer form will be sent to all prior institutions attended to verify seasons of competition. It is the student-athlete’s responsibility to be honest and accurately provide notification of previous post-secondary institution(s) attended. Failure to do so can result in immediate dismissal from intercollegiate athletic participation at Menlo College.

FOUR-YEAR TRANSFER ELIGIBILITY
To be eligible as a transfer from a four-year institution, the student-athlete must have either a written release from the Athletic Director at the former school, or not have participated in intercollegiate competition for one full academic year. If the aforementioned criteria are not met, the student-athlete transferring from a four-year institution must complete a 16-week residency period before competition.

In addition, a student-athlete transferring from a four-year institution must meet the following requirements:

- If one year of eligibility was used, the individual must have accumulated 24 units to participate in a second season of a sport
- If two years of eligibility were used, the individual must have accumulated 48 units to participate in a third season of a sport
- If three years of eligibility were used, the individual must have accumulated 72 units to participate in a fourth season of a sport

NOTE: A student-athlete can no longer compete if s/he has been enrolled in 10 or more full-time semesters at any school, regardless if s/he has eligibility remaining.

GENERAL ELIGIBILITY FOR CONTINUING AND TRANSFER STUDENTS
When compiling eligibility reports each year, the Compliance Officer will look at the normal progress of each student-athlete to ensure that s/he is making headway toward degree completion. Listed below is the normal progress standard, by which each student-athlete can measure his/her academic progress. Students must have passed 24 units between their last two full-time semesters (a “W” or withdrawal on a transcript means the course counts towards full-time enrollment). Only 12 non-term units (summer, intersession or units earned from non-full-time enrolled semesters) can be applied toward this rule.

Student-athletes must meet normal progress rules as follows:

- Prior to second season, must have completed 24 applicable degree units
- Prior to third season, must have completed 48 applicable degree units
- Prior to fourth season, must have completed 72 applicable degree units

NOTE FOR TRANSFER STUDENTS: Total units earned will be counted in the initial eligibility check. After completion of a student-athlete’s first semester at Menlo College only units earned at Menlo, as well as those that have been transferred, will apply toward this rule.

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—Menlo College is proud of our leading-edge infrastructure and innovative technology for teaching, learning, and scholarship.

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 Center, or printing your research paper in the Library Tech Center, we have over 160 computers placed in 6 computer labs and the library available for your use.

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, the 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 Online Learning Environment (MOLE), 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. MOLE 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 MOLE; or collaborate on a document using your Menlo G Suite for Education account. Want to brush up on your technical skills? Access Lynda.com for free with your Menlo email account. Office365 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 http://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.
Academic 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 (freshmen and transfers) meet with counselors in the Office of Admissions who explain the various degree programs (majors and concentration) 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 (freshmen 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 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 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.

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.

OICS offers a one-unit career management course, professional development workshops throughout the year, and a career fair in the spring semester featuring employers searching for part- and full-time employees and interns. All current Menlo students and alumni can access postings for jobs and internships through the Handshake system accessible through the website.

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.
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. The 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.

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

**ASK A QUESTION:**
https://menlocollege.libanswers.com/

**Library Hours**
Bowman Library is open seven days a week, with late evening hours Sunday through Thursday nights with added hours during final exams. Current information about the library schedule can be found on the Library’s website.

**Collections**
The Library’s print and online collections support all areas of the College curriculum, with special emphasis on business, psychology, and the social sciences. The Library has approximately 60,000 books, both in print and online, as well as a large number of online databases that provide access to 46,000 academic journals and magazines.

**Research Services**
Whether from a dorm room, an off-campus apartment, a coffee shop, or any location in the Library, students can contact librarians to ask questions by phone, through LibChat, or by email. Menlo College librarians offer personalized research services at the Library Desk, by appointment in-person or through Zoom, and through library instruction sessions. The librarians teach more than 100 instruction sessions per year, each tailored to the needs of students in a particular course. The Library also publishes a series of general and course specific research guides that offer students a variety of critical strategies for effective research.

All Menlo students are required to complete an online Library Research Skills Tutorial during their first year at the College. The Tutorial, part of Menlo’s General Education Curriculum, covers topics such as selecting appropriate information resources, searching library databases, and the Internet, and evaluating and citing information resources.

**Resources and Study Facilities**
Bowman Library has 60 desktop computers, 31 Chromebooks, as well as printers and photocopiers for student use. Library computers provide access to web based resources including the Library catalog, subscription databases, ebooks, etc.; Microsoft Office products, Adobe Acrobat Suite, and a range of instructional software are available from desktop computers. Study facilities include a variety of seating areas, carrels, a Library Classroom, and study rooms; all individual study rooms may be reserved through an online booking system.

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

**Using Library Materials and Requesting Materials from Other Libraries**
Students with valid Menlo College ID can check out books, laptops, calculators, as well as other equipment. The Library has a large collection of professor selected materials placed on 2-hour reserve for individual courses. A Menlo ID and login provide off-campus access to the Library’s online collection, including access to full-text
articles, ebooks, and databases. Through the Library website, patrons may also determine availability of Library materials and place needed items on hold for later pickup.

When not immediately available from the Bowman Library collection, patrons may request materials from a network of libraries nearby and across the country through a link in the Library catalog. Journal articles are delivered to students, faculty, and staff via email within 24 to 72 hours.

**GULLARD FAMILY ACADEMIC SUCCESS CENTER**
The Academic Success Center (ASC) is a College-wide resource located in the Administration building. 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, advocacy and tutoring. The ASC includes a Writing and Oral Communication Center for consultation and assistance on written assignments and presentations and a Math Center for individualized instruction and tutoring in quantitative skills. Peer tutors are available to help in a variety of subjects, and the ASC sponsors weekly, Tuesday evening “Study Slam” group tutoring sessions. 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.
Academic Policies and Procedures

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

**COLLEGE-WIDE BACHELOR’S DEGREE REQUIREMENTS**
To receive a bachelor’s degree from Menlo College, a student must earn a minimum of 124 semester units, including a minimum of 42 upper division semester units. The student must earn a cumulative grade point average of 2.0 (“C”) in each of the following areas: all college work (the overall average), all units in the degree program core requirements, and all units in the major. Grades of “C-” or better may be required in individual or groups of courses.

**RESIDENCY REQUIREMENTS AND THE TRANSFER BACK POLICY**
In order to receive a degree, students must complete a minimum of 30 units in their major at Menlo College and must be enrolled in the College during one of the last two semesters prior to graduation. Of these 30 units, a minimum of 24 units must be upper division. 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.

Students may participate in Commencement with six units remaining (to be completed by August 31st), to be taken at Menlo College or at another institution, provided those units have been approved through the Registrar’s office. If these six units are not completed or transcripts not received by the Office of the Registrar by August 31st of that academic year, the student must re-enroll in order to complete the units needed for graduation.

**PLACEMENT TESTS**
Placement tests are administered to ensure that students are proficient in the required skills to successfully complete Menlo College English and/or math courses. All incoming freshmen 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 Test determines which English class students will be enrolled in during their first semester at Menlo College.
- The Math Placement Test 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**
Students must complete all core, major, and concentration requirements for a second major. Other than General Education requirements, major and concentration courses that have been counted toward the first major are not counted toward the second. Business students pursuing double majors will not complete two internships. Double majors will complete one internship and three units of upper-division business coursework in place of a second internship. Students are encouraged to meet with their academic advisor to ensure that the course they select will fulfill this requirement.

**COLLEGE MAJOR**
Students who wish to earn a degree other than those stated in the Menlo College Catalog may plan, in conjunction with relevant faculty, a course of study leading to the desired degree known as the “College Major.” Generally, these degrees are interdisciplinary in nature, and draw on the existing expertise of Menlo College faculty. Degrees must include a well defined set of courses. The proposed
course of study must be approved by the Academic Dean or Provost.

Students who wish to earn a Bachelor of Arts or Bachelor of Science in the college major must:

- Have successfully completed Menlo College General Education requirements, or have qualified for the full faith and credit waiver
- Have earned a minimum cumulative grade point average of 3.25
- Have a formal proposal approved by the Academic Dean or Provost prior to completing 60 units. Contact the Office of the Registrar for proposal form.
- Earn a minimum of 44 units in the designed major, 30 units of which must be upper division
- Earn a total of 124 units for degree completion, 42 units of which must be upper division

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 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. It is recommended that students do not enroll in classes at another school until the Office of the Registrar approves the Transfer Course Approval Form. 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, 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 102) 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.

A maximum of 94 total semester units may be transferred with the following limitations:

- Maximum of 70 lower division semester units
- Maximum of 24 upper division semester units

A maximum of 30 semester units (which is part of the 94 total 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 freshman 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 on 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).

- **Foreign Credit** Menlo College will also review WES evaluation for recommended transfer credit.

Articulation Agreements with Two-Year Colleges

Menlo College has developed articulation agreements with 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. It is the student’s responsibility to select courses that transfer and meet Menlo College graduation requirements.

Formal articulation agreements have been developed, and a list of current articulation agreements can be found at www.menlo.edu.

RESERVE OFFICERS’ TRAINING CORPS (ROTC)

Menlo College has an agreement that allows Menlo students to 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 on-line 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. Taking fewer units may delay graduation beyond the normal four years of study.

- 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, he/she will not be considered a full-time student. (See the “Withdrawal” portion of the “Grades” section for more information.)

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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.
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 his/her 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 Office of Admissions 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** To take fewer than 12 units, 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 the 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 should have approval of the Registrar to concurrently enroll at another college. Students must 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. Only courses approved in advance by the Registrar (by way of a Transfer Course Approval Form or Articulation Agreement) will be transferred, subject to a transfer maximum of 70 lower division units and 24 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 may be 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. Also, they must receive written approval from International Student Services in the Office of Admissions 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. See the Office of the Registrar for details and instructions on using MyMenlo.

- 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 quality points earned by the total number of GPA hours/units. Grade points for a course are determined by multiplying the points received for the grade by the amount of course units.

A maximum of two units of graded Physical Education (PED) courses are included in the calculation of the grade point average.

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 “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 his or her 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 serve 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 AND 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 CONCENTRATIONS
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 Academic Dean or Provost (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. Any further final appeals will go to the Provost.
ACADEMIC RECOGNITION

Dean’s List
Students who earn a minimum of 12 semester units and a minimum semester grade point average of 3.5 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, physical education/varsity sports, STS 090, 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 he or she is 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 in the last term or semester (or its equivalent in coursework) of that year.
- 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.

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:

- **Academic Warning:** Earning a semester grade point average below 2.0 or having a semester course completion rate of below 40 percent. Students in this category run the risk of academic probation and will likely take more than four years to graduate.
- **Academic Probation:** Earning a cumulative grade point average below 2.0 or a cumulative course completion rate of below 40 percent. Students in this category run the risk of academic disqualification at the end of two consecutive semesters.
- **Academic Disqualification (Academic Dismissal):** Failing to earn a cumulative grade point average above 1.0; or 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 is first); or failing to be removed from academic probation by the close of two consecutive semesters. Students who are unable to pass MTH 100 or ENG 100 with a grade of “C-” or higher in two attempts (consecutive semesters) are also 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 privi-
leges of student status. Academically disqualified students may petition the Academic Dean or Provost 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
(Refer to the current Academic Calendar for additional information.)
The College expects students to recognize the importance of class attendance and course participation. Regular attendance and participation including examination periods are expected. Students are responsible for planning personal activities such as medical and dental appointments, travel, jobs, and other commitments so that they do not conflict with regular class attendance. Absences that result from documented illness or emergency or required participation in official college business may be excused, but that does not remove the student’s responsibility to complete all course, laboratory, research or internship requirements. Students who are not in regular attendance or who do not fully participate are subject to having their course grade lowered and are at a much greater risk of academic failure. (See the section on “Intercollegiate Athletics” for additional information.)

Students enrolled who are absent from the first two class meetings are subject to administrative withdrawal from the class upon recommendation of the instructor. 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, scheduled meetings, or fulfill other course or internship requirements will be subject to administrative withdrawal.

ACADEMIC PETITIONS
A student who has evidence of special circumstances that may render a college policy or procedure inappropriate may petition for special review of his or her case. The student is required to submit the appropriate form and attach all materials that support the petition. Petitions should be forwarded to the Office of the Registrar. The Office of the Registrar forwards the petitions to the Academic Appeals Committee. The decision of the Academic Appeals Committee is final, except in those rare instances when new information is available and will be reviewed by the Academic Dean or Provost. Special conditions may be placed on petitions for reinstatement by the Academic Dean or Provost, or Academic Appeals Committee.

GRADE PETITIONS
A student who believes that he or she has 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 Academic Dean or Provost.

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 who enroll at another college during the Leave of Absence 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.
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.)

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 may need to register in person at the Office of the Registrar using the Add/Drop slip. Before registering, freshman and sophomore 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 pre-requisite has not been met (students are expected to meet all prerequisites and faculty approval is required to add a course when missing a prerequisite), faculty can authorize the add on MyMenlo. The students 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 enrolls student 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 Provost or Dean of Academic Affairs 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.

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Earned Unit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0.0 - 25.9 units</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26.0 - 55.9 units</td>
</tr>
<tr>
<td>Junior</td>
<td>56.0 - 89.9 units</td>
</tr>
<tr>
<td>Senior</td>
<td>90.0+ units</td>
</tr>
</tbody>
</table>

**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 him/herself; 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 her/his 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 his or her 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, he or she 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, electronic mail 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 his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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 http://www.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**

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Domestic Next Business Day</td>
<td>$25 surcharge</td>
</tr>
<tr>
<td>Overnight Sat. Delivery</td>
<td>$30 surcharge</td>
</tr>
<tr>
<td>International (2-5 business days)</td>
<td>$50 surcharge</td>
</tr>
</tbody>
</table>

- **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.

**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 http://www.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
Official transcripts are $6 ($3 for each additional transcript going to the same destination $6 for each transcript going to a different destination). Unofficial transcript—Enrolled Menlo students can view and print unofficial transcripts free of charge on MyMenlo.

Rush 24-hr. processing $20 surcharge

FedEx/Expedited Delivery Services
Domestic Next Business Day $25 surcharge
Overnight Sat. Delivery $30 surcharge
International (2-5 business days) $50 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
- Ethical Responsibility
- Awareness of Multicultural and International 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. For example, a course that is used to satisfy the Literature requirement may not be used to satisfy the Humanities requirement.

**OVERVIEW: General Ed. Requirements**

**Skills Requirement** 14-17 units
- Foundational Requirement 31 units
- Thematic Requirement 0 units

**TOTAL:** 45 – 48 units

General Education areas listed above are required for all degree programs, unless otherwise noted.

**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)
  
  ENG 350 Research Writing (3 UNITS) BA in Business Junior/Senior students only
  ENG 450 Research Writing (3 UNITS) BS in Business Junior/Senior students only
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 102 or MTH 110 is needed to satisfy the General Education Requirement for Quantitative Skills. MTH 102 is required for business programs. Either MTH 102 or MTH 110 is required for Psychology majors.
MTH 102 College Algebra (3 UNITS)
MTH 110 Finite Math (3 UNITS)

Foreign Language (3 UNITS)
Students are required to complete one semester of a foreign language at the introductory levels 1 or 2 unless they demonstrate proficiency higher than level 2 on the Foreign Language Placement Exam for a particular language. Students may choose from:
CHI 101 or 102 Introductory Chinese (3 UNITS)
FRE 101 or 102 Introductory French (3 UNITS)
SPA 101 or 102 Introductory Spanish (3 UNITS)

As a result of the Foreign Language Placement Exam, one of the following will occur:
- Placement in Introductory Level 1 or Introductory Level 2 (students may satisfy the language requirement with this course).
- Exemption from the Foreign Language Requirement (students have demonstrated proficiency higher than Level 2 and thereby have satisfied the Foreign Language Requirement—units must be substituted with elective units).

Menlo College will accept sign language as a foreign language. Students from non-Anglophone speaking countries automatically have their foreign language waived (units must be substituted with elective units).

Library Research Skills (0 UNITS)
Students are required to complete a Library Research Skills tutorial. This tutorial must be completed by the end of the first year of enrollment.

Microcomputer Software Literacy (0 UNITS)
Students are required to demonstrate sufficient proficiency on the Microcomputer Software Literacy Examination. The college recommends taking STS 101 to fulfill this requirement. A student may take the Microcomputer Software Literacy Examination at any time during the year. The student will be required to make an appointment through The Academic Success Center and pass the examination. Students who do not pass the examination, or who prefer to take a course, may take STS 101—Introduction to Microcomputers (1 unit) to prepare for the examination offered at the end of the course.

Financial Literacy (1 UNIT)
Freshmen are required to complete a course in Financial Literacy. The course is taken during the spring semester of the first year of enrollment.
STS 150 Personal Finance for College

Transition to College (1 UNIT)
The course is taken by freshmen during the fall semester of the first year of enrollment.
STS 100 Transition to College

FOUNDATION REQUIREMENT:

Management (3 UNITS)
Students are required to complete a course in basic understanding of business and management concepts:
MGT 101 Discovering Business (3 UNITS)

World History (6 UNITS)
The two-semester World History sequence (3 UNITS EACH) is to be taken during the freshman or sophomore year. These courses normally are taken in sequence.
HIS 111 World History I (3 UNITS)
HIS 112 World History II (3 UNITS)

Natural Science (4 UNITS)
Students are required to complete one biological or physical science course with a laboratory, choosing from:
BIO 101/102 Human Biology and Lab (4 UNITS; required for psychology majors)
BIO 130/131 General Biology and Lab (4 UNITS)
PSC 160/161 Introduction to Physical Science and Lab (4 UNITS)
BIO 186/187 Genetics and Human Evolution and Lab (4 UNITS)

Social Science (9 UNITS)
Students are required to complete ECO 200, Macro-economics and the Global Economy.
Students must complete one of the following courses:
MCM 151 Media and Society
POL 150 Introduction to U.S. Politics
PSY 101 Introduction to Psychology
SSC 150 Introduction to Social Science
Finally, students must complete one additional upper division course in ECO, MCM, POL, PSY or SSC.
Students cannot use MCM 301S Digital News Production as an upper division Social Science.
Literature, Multicultural Issues & Humanities (9 UNITS)

Students are required to complete one of the following courses in Literature:

- LIT 150 Introduction to Literature (3 UNITS)
- LIT 250 Short Story in Modern Literature (3 UNITS)
- LIT 282 Memoir Writing (3 UNITS)
- LIT 300 Literature of Western Culture Since 18th Century (3 UNITS)
- LIT 301 Major American Writers (3 UNITS)
- LIT 302 Major British Writers (3 UNITS)
- LIT 303 Shakespeare (3 UNITS)
- LIT 304 Modern World Literature (3 UNITS)
- LIT 305 The Immigrant Experience (3 UNITS)
- LIT 306 Literature of Hawai’i & Pacific (3 UNITS)
- LIT S Special Topics in Literature (3 UNITS)

Students are required to complete one of the following Multicultural Issues courses:

- HUM 301S Digital Humanities and Culture Analytics (3 UNITS)
- HUM 307 Diversity in the Workplace (3 UNITS)
- HUM 311 Women and Culture (3 UNITS)
- MCM 300 History of Film (3 UNITS)
- MCM 308 Cultural Expression in the Media (3 UNITS)
- MGT 325 Women in Business (3 UNITS)
- POL 351 Latinx Politics (3 UNITS)
- PSY 314 Psychology of Women in Organization (3 UNITS)
- LIT 305 Immigration Experience (3 UNITS)

Students are required to complete one course in the Humanities:

- Any ART (non-studio) course numbered 150 or higher (3 UNITS)
- Any HIS course (3 UNITS)
- Any HUM course (3 UNITS)
- Any LIT course (3 UNITS)
- Any PHI course (3 UNITS)
- Any foreign language at 102 level or above
- MCM 300 History of Film (3 UNITS)

**NOTE:** At least two of the three courses taken to meet the Literature, Multicultural Issues, and Humanities requirement must be upper division.

**THEMATIC REQUIREMENT:**

The thematic requirement is designed to insure that one of the animating themes of the Menlo College curriculum—Written and Oral Communication—is included in a student’s course of study in an integrated fashion. Typically, this thematic requirement will be met with a course in a student’s major.

Written Communication

Students are required to complete one course that includes a major research-writing component. The following courses fulfill core requirements.

- MCM 333 Business Communication and Professional Development (Business majors)
- PSY 305 Psychology of Human Development Across the Lifespan (Psychology majors)

Bachelor of Science in Business

The Business program is the embodiment of Menlo College’s mission and, with its choice of professional majors, and concentration, 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 major. 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 13-course core sequence. They may choose from four 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 in the business sector 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 and 3 units of upper-division business coursework in place of a second internship. Students are encouraged to meet with their academic advisor to ensure that the course they select will fulfill this requirement.

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 48 units
Business Core Requirements 39 units
Major 24-30 units
- Accounting
- Finance
- Management
- Marketing
Free Electives 7-13 units
TOTAL: 124 units

PLEASE NOTE: Only 2 units of Physical Education (PED) classes can be taken for a letter grade and count toward this Free Electives requirement.

B.S. IN BUSINESS CORE REQUIREMENTS (39 UNITS)

The following courses are required of all Business students:

- ACC 201 Principles of Financial Accounting
- ACC 202 Principles of Managerial Accounting
- ECO 201 Microeconomics
- MTH 251 Statistics
- IMG 300 International Management
- MGT 317 Organizational Behavior
- MKT 316 Principles of Marketing
- MCM 333 Business Communication and Professional Development
- MGT 313 Operations Management
- MGT 306 The Legal Environment of Business
- FIN 320 Financial Management I
- MGT 327 Business Ethics

Choose one of the following:

- MGT 400* Senior Capstone: Global Strategies
- MGT 401* Senior Capstone: Launching the Venture

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 (124 UNITS) for students who are not seeking CPA certification in the short-term.

All of the following courses are required:

- ACC 301 Intermediate Financial Accounting I
- ACC 302 Intermediate Financial Accounting II
- ACC 311 Systems & Software for Accounting
- ACC 321 Tax Accounting: Individual
- ACC 322 Tax Accounting: Business
- ACC 410 Advanced Accounting
- ACC 412 Cost Accounting
- ACC 420 Auditing
- ACC 499 or INT 499(A) Accounting Internship

2. Accounting Major – CPA Track (144 UNITS*) for students seeking to meet the requirements to take the CPA exams in the state of California.**

All of the following courses are required for the Accounting Major CPA Track:

- ACC 300 Accounting Ethics
- ACC 301 Intermediate Financial Accounting I
- ACC 302 Intermediate Financial Accounting II
- ACC 311 Systems & Software for Accounting
- ACC 321 Tax Accounting: Individual
- ACC 322 Tax Accounting: Business
- ACC 410 Advanced Accounting
- ACC 412 Cost Accounting
- ACC 420 Auditing
- ACC 499 or INT 499(A) Accounting Internship

The Accounting Major – CPA Track requires an extra 20 units: ACC 300 Accounting Ethics (3 units) and 17 units of free electives (for a total of 24 free electives). Free elective units may be upper or lower division on any subject of interest to the student. Students electing the CPA track option after matriculation may request a second transfer credit evaluation from the Office of the Registrar relating to additional free electives.

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 (PDF). 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.

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.

**FINANCE MAJOR** (24 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 included.

The following courses: (12 UNITS)
FIN 321   Financial Management II
FIN 335   Financial Modeling
INT 499   Internship in Major Field

Four courses selected from the following courses: (12 UNITS)
FIN 306/ECO 316   Behavioral Finances
FIN 430   Investments
FIN 431   Student Investment Funds
FIN 432   Risk Management
FIN 433   Intermediate Real Estate Finance
FIN 438   International Finance
FIN 439   Financial Institutions
FIN 442   Entrepreneurial Finance
FIN 462   Money and Banking
FIN 465   Derivatives
FIN S   Special Topics in Finance

For Program Learning Outcomes see the link: [http://www.menlo.edu/academics/degrees/finance/](http://www.menlo.edu/academics/degrees/finance/)

**MANAGEMENT MAJOR** (24-27 UNITS)
The Management Major is the most general of the four majors. This major enables the student to choose their focus from a set of options which have been created from popular areas of study, plus an additional business elective which matches their own personal interests.

Only one concentration may be selected; multiple concentrations are not permitted.

The following courses: (9 UNITS)
MIS 260   Management Information Systems
        (only required for Human Resource Management and Real Estate concentration)
INT 499   Internship in Major Field

One business elective course selected from the following courses or courses offered in any of the Management Concentrations: (3 UNITS) (only required for Human Resource Management or Real Estate concentration)
Any upper division ACC, FIN, HRM, IMG, MGT, MIS, MKT, or SMG course

**BUSINESS ANALYTICS CONCENTRATION:** (18 UNITS)
The following two courses:
MGT 315S   Big Data Analytics
MGT 316S   Data Programming

One course selected from the following courses: (3 UNITS)
MKT 335   Marketing Research
PSY 400   Empirical Research Methods and Evaluation
SMG 307   Research Methods in Sports Management

One course selected from the following courses: (3 UNITS)
HUM 301S   Digital Humanities and Cultural Analytics
SMG 308   Sports Analytics
MGT 314S   Digital Transformation of Businesses in a Volatile World

Two courses selected from the following courses: (6 UNITS)
FIN 335   Financial Modeling
MGT 319S   Text Analytics and Visualization
MTH 308S   Business Data Analytics with Excel

**HUMAN RESOURCE MANAGEMENT CONCENTRATION:** (12 UNITS)
The following course:
HRM 300   Human Resource Management
Three additional courses selected from:
HRM 315 Employment Law
HRM 316 Human Resource Management Strategy
HRM 317 Staffing/Testing/Training & Development
HRM 318 Benefits and Compensation

The Society of Human Resource Management (SHRM) has acknowledged that Menlo College’s Bachelor of Science in Human Resource Management concentration is academically aligned with SHRM’s HR Curriculum Guidebook and Templates. Throughout the world, over 400 programs in approx. 375 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HRM content areas that should be studied by HRM students at the undergraduate and graduate levels. The guidelines—created in 2006 and revalidated in 2010, 2013 and 2017—are part of SHRM’s Academic Initiative to define HRM education standards taught in college/university business schools and help universities develop degree programs that follow these standards. Menlo College is proud to be in alignment with SHRM, the premier society of human resource management professionals, which serves over 300,000 members worldwide and is supported/recognized by AACSB.

For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/human-resources-management-degree/

INTERNATIONAL MANAGEMENT CONCENTRATION:
(18 UNITS)
The following two courses:
IMG 302 International Marketing Management
IMG 371 Social Impact in a Global Economy

Choice one of the following:
ECO 301 International Economics
FIN 438 International Finance

Three courses selected from the following courses:
ECO 301* International Economics
ECO 307 Economic Development since 1750
FIN 438* International Finance
HUM 330 Human Rights in a Global Perspective
IMG 304 Sustainable Business
IMG 307 Business and Global Poverty Alleviation
IMG 350 Impact Investing
IMG 404 International Law and Organization
MGT 363 Management for Entrepreneurship
SSC 350 Global Studies

*These course cannot be double counted

For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/international-management-degree/

SPORTS MANAGEMENT CONCENTRATION: (19 UNITS)
The following three courses:
SMG 250 Introduction to Sports Management
SMG 307 Research Methods in Sports Management
SMG 399 Professional Skills and Career Paths in Sports Management (1 UNIT)

Two courses selected from the following courses:
SMG 303 History of Sports
SMG 410 Sports Finances
SMG 412 Economics of Sports

For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/sports-management-degree/

ENTREPRENEURSHIP AND INNOVATION CONCENTRATION: (21 UNITS)
The following four courses:
MGT 363 Management for Entrepreneurship
MGT 364 Design Thinking and Business Innovation
MKT 317 Entrepreneurial Marketing
FIN 442 Entrepreneurial Finance

Three courses selected from the following courses
(9 UNITS):
HRM 300 Human Resource Management
IMG 304 Sustainable Business
MGT 303 Innovation and Society
MGT 305* Creativity & Collaboration
MGT 314 Digital Transformation of Business in a Volatile World
MGT 315 Big Data Analytics for Managers
MGT 365 Social and Environmental
MGT 401 Senior Capstone: Launching the Venture
(Cannot be double counted as both an elective and as capstone to meet Business Core requirement.)

MKT 318S New Product Management
PSY 303 Psychology of Learning & Cognition
PSY 309 Social Psychology
For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/business-entrepreneurship-degree-program/

**REAL ESTATE CONCENTRATION:** (12 UNITS)
The following four courses:
RLS 233      Introduction to Real Estate
RLS 433       Intermediate Real Estate Finance
RLS 316      Real Estate Law
RLS 315      Urban Real Estate Economics

For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/real-estate-degree/

**MARKETING MAJOR** (24 UNITS)
The Marketing Major is designed for the student who is interested in the entire process of identifying needed products and services, designing new products and services, and making those available to consumers and other business organizations through a variety of means. Career possibilities include sales, product development, product management, advertising, and marketing research among others. Individuals with a strong marketing background are well equipped to become entrepreneurs developing their own businesses.

All of the following courses: (18 UNITS)
MKT 409      Strategic Marketing Management
MKT 335      Marketing Research
MKT 436      Consumer Behavior
MKT 437      Digital Marketing
INT 499      Internship in Major Field (6 units)

Two of the following courses: (6 UNITS)
IMG 302      International Marketing
MKT 419      Integrated Marketing Communications
MKT 441      Markets of One: Mass Customization and the Value of the Consumer Experience
MKT 442      Price Management
MKT 317      Entrepreneurial Marketing
MKT 318S     New Product Management
MKT 352      Political Marketing
SMG 402      Marketing and Advertising in the Sports Industry

For Program Learning Outcomes see the link http://www.menlo.edu/academics/degrees/business-marketing-degree/

**GENERAL MANAGEMENT CONCENTRATION:** (18 UNITS)
Students who wish to declare in a B.S. in Business with a major in Management with a concentration in General Management may plan, in conjunction with relevant Management faculty, a course of study leading to the best combination of courses for the degree. Contact the Office of the Registrar for the General Management Concentration form.

Here are the requirements:
Students are required to complete six upper-division (300-499 level) courses selected from ACC, FIN, HRM, IMG, MGT, MIS, MKT, RLS, or SMG

**Bachelor of Arts in Psychology**
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. The psychology faculty acknowledges the breadth of the discipline and supports various approaches to its study. Students selecting the Psychology major are encouraged to take elective courses in philosophy, biology, literature, and the humanities.

Core courses within the Psychology major address the psychological issues that are relevant to the study of the individual. This breadth of study emphasizes the significance of the complete human experience. Thus, the student is encouraged to consider the overall context in which the psychology of the individual may be understood. The research component will enhance the student’s ability to identify, analyze, and research contemporary issues in psychology.

The Psychology major is structured around a set of required courses. This requirement introduces students to four major approaches to the study of psychological subject matter: developmental perspectives; the biological bases of behavior; theoretical conceptualizations; and, the application of theory. Students may fulfill the remaining unit requirements within the major by choosing from a variety of upper division electives.

**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
**BA/PhD Fast Track.** For highly qualified and motivated students who are strongly interested in psychology as a career and think they would like to pursue a Ph.D. in Clinical Psychology, Menlo College has established a “fast track” degree program. Interested students commence a challenging accelerated program during their freshman year and complete all of the requirements, including the senior thesis sequence, in three years. They participate in internships in human services agencies and clinical settings. Successful students are invited to apply to Palo Alto University (PAU) during their junior year for matriculation to PAU during their senior year. Graduate units completed at PAU are accepted as electives to fulfill graduation requirements at Menlo. Interested students should contact the program liaison, Dr. Mark J. Hager at (650) 543-3780.

**OVERVIEW: Bachelor of Arts in Psychology**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>Psychology Major</td>
<td>18</td>
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<tr>
<td>Free Electives</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** Only 2 units of Physical Education (PED) classes can be taken for a letter grade and count toward this Free Electives requirement

**CORE REQUIREMENTS:** (21 UNITS)

The following four courses:

- PSY 101 Introduction to Psychology
- PHI 160 Logic and Critical Thinking
- PSY 400 Empirical Research Methods and Evaluation
- PSY 401 Senior Thesis

Three additional upper division Humanities courses selected from any of the following categories:

- Art (Non-studio)
- Literature
- History
- Humanities
- Philosophy

**PSYCHOLOGY MAJOR:** (18 UNITS)

All of the following courses:

- PSY 305 Psychology of Human Development Across the Life Span
- PSY 411 Biopsychology
- PSY 311 Personality Theory
- PSY 412 Psychological Disorders

*PSY 101, Introduction to Psychology, is a prerequisite for all other Psychology courses.

**Choose two (2) from the following:** (6 UNITS)

- PSY 303 Psychology of Learning and Cognition
- PSY 304 Psychology of Human Motivation and Emotion
- PSY 306 Psychology of Human Sexuality
- PSY 309 Social Psychology
- PSY 312 Sports Psychology
- PSY 313 Understanding Disabilities
- PSY 415 Communication and Counseling Skills
- PSY S Special Topics in Psychology
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 freshman level and lower division.
- Courses numbered 200-299 are sophomore level and lower division.
- Courses numbered 300 and higher are upper division (junior and senior level). These courses usually have prerequisites.

**NOTE:** Freshmen should not register for upper division courses. Courses numbered 01 and 099 are remedial. These courses are not for credit, but do count toward enrollment. 498 courses may be lower-division or upper-division, see IDR. 482 is upper-division and 283 is lower-division, see Special Topics courses.

- 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, MTH 100/MTH 101, ENG 101

**Requirement:** “C-” or better

Student should earn at least “C-”. 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, prepaid, accruals, inventory accounting, gross margin, internal control, cash management, receivables management, plant assets, intangibles, depreciation, current liabilities, payroll, and partnerships. 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 and MTH 102 with a “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 value chain analysis, cost benefit analysis, ABC costing, job costing, overhead allocation, process costing, cost volume, profit analysis, standards and budgeting. 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**

**Prerequisites:** ACC 201

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.
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, revenue and expense recognition, cash and receivables, inventory measurement, acquisition, disposal and exchange, depreciation and impairment of assets.

ACC 302  INTERMEDIATE FINANCIAL ACCOUNTING II  
Prerequisite: ACC 301  
A continuation of ACC 301. The course strengthens knowledge of accounting beyond the principles level. It provides in depth knowledge of accounting for investments, liabilities, leases, owner’s equity, stock options, accounting changes, and segment reporting.

ACC 303  INTERNATIONAL FINANCIAL REPORTING STANDARDS  
Prerequisite: ACC 302  
The course provides in depth knowledge of International Financial Reporting Standards. These standards are used by over 100 countries around the world and are being considered for adoption in the US. The course emphasizes areas in which IFRS differs from US GAAP principles, both in the principle itself and in the method of application in practice. The course also teaches the IFRS principles, which govern the first—time adoption of IFRS. Areas of coverage include most US GAAP topics covered in ACC 301 and 302.

ACC 311  SYSTEMS AND SOFTWARE FOR ACCOUNTING  
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.

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.

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.

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.

ACC 411  ERP SOFTWARE I  
Prerequisite: ACC 311  
This course focuses on the study of SAP software or similar enterprise systems software to illustrate the fundamental concepts of integrated information systems, with a focus on accounting information systems. The student learns how to capture, process, and disseminate accounting information to meet a company’s business needs in an Enterprise Resource Planning (ERP) environment.

ACC 412  COST ACCOUNTING  
Prerequisite: ACC 302  
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 5  SPECIAL TOPICS IN ACCOUNTING  
(1-3 UNITS)  
Prerequisite: Varies by subject  
Special topic courses will be identified with “S” after course code. Content varies depending on the interest of both the teacher and the students.

ACC 498  INDIVIDUAL DIRECTED RESEARCH IN ACCOUNTING  
(1-3 UNITS)  
For the course description, see “Individual Directed Research.”

ACC 499  ACCOUNTING INTERNSHIP  
(6 UNITS)  
Prerequisite: Prior approval from Internship Office  
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 INT 499 A Internship in Accounting. Also see “Internships” for general information and policies.

Art (ART)

ART 121  INTRODUCTION TO PAINTING AND COLLAGE  
(3 UNITS)  
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  
(3 UNITS)  
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 150  WORLD ART  
(3 UNITS)  
This course will survey the general historical context, style and iconography of a wide range of world art from 30,000 B.C.E. to the present. A strong emphasis of the course will be the acknowledgment of each culture’s achievements in its unique cultural and chronological context, and, whenever appropriate, an examination of cross-cultural contrasts and similarities.

ART 301  ITALIAN RENAISSANCE ART  
Prerequisite: ENG 102  
This course is a survey of Italian Renaissance masters, including major artists from the Early to High Renais-

ART 302  FRENCH IMPRESSIONISM  
Prerequisite: ENG 102  
This course is an in-depth review of what many consider one of the most glorious periods in all art history. Emerging from the principle that there was a shift from what the artist saw to how he/she saw it, the course examines the works of such major figures as Manet, Monet, Renoir, and Degas, along with the ways in which these pioneers are direct forerunners of a great deal of modern art.

ART 310  PICASSO: ARTIST OF THE CENTURY  
Prerequisite: ENG 102  
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 5  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. The content emphasizes specific areas of special interest.

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. We 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 130 GENERAL BIOLOGY** (4 UNITS)
This course is a general introduction to principles and concepts of biology through selected topics at the cellular, organism, and population levels of organization. Students will be exposed to the many thought provoking contemporary advances in biology that have applications in medicine, agriculture, environment, pharmaceuticals, and many other industries.

**BIO 131 GENERAL BIOLOGY LAB** (0 UNITS)
Laboratory exercises to accompany General Biology. Concurrent enrollment with BIO 130.

**BIO 186 GENETICS AND HUMAN EVOLUTION** (4 UNITS)
This is an introductory course in biology for non-majors, focusing on genetics, genomics and human evolution. Student Learning Outcomes: 1. Demonstrate a sufficient basic knowledge in introductory biology 2. Comprehend the following: (i) the scientific method of investigation and how it is used to make important and interesting scientific discoveries. (ii) the definition of a living cell—what it takes to be considered alive, and the chemistry of living organisms (different types of bonds and their interactions, carbohydrates, proteins, nucleic acids and lipids). Catabolism and anabolism. Cell structure, function—components of a cell. (iii) the principles of transmission genetics (non sex-linked and sex-linked traits), complex traits, and be able to solve genetics problems. (iv) evolutionary of Homo sapiens in relation to other apes, human migration history, (v) selection in the human genome, genomewide association (GWA) in human traits and disorders. We shall also discuss biological issues associated with the biotech industry (esp. in Silicon Valley), as well as broader issues in science. In the US alone, the output of the biomedical industry exceeds $200 billion. Regardless of your major, there is a likelihood that you may find yourself at an interview by or be employed in biomedical, biotechnological, or pharmaceutical firm in this country, or abroad. Concurrent enrollment in lab BIO 187 required.

**BIO 187 GENETICS AND HUMAN EVOLUTION LAB** (0 UNITS)
Laboratory exercises to accompany lecture. Concurrent enrollment with BIO 186 required.

**BIO 498 INDIVIDUAL DIRECTED RESEARCH IN BIOLOGY** (1-3 UNITS)
For the course description, see “Individual Directed Research.”

**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**
Prerequisite: MTH 100/MTH 101; ENG 102 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 100/MTH 101
This course explores such aspects of market economics as price theory, resource allocation, and the determina-
tion 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-), 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**  
**Prerequisite:** ECO 201, MTH 251 (C-), MTH 102 (C-), FIN 320  
**Cross Listed 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.

**ECO 307 ECONOMIC DEVELOPMENT SINCE 1750**  
**Prerequisite:** ECO 200, ENG 102 (C-)  
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 316/RLS 315 URBAN REAL ESTATE ECONOMICS**  
**Prerequisites:** ECO 200, ECO 201, MTH 251 (C-)  
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.

**ECO 436 MANAGERIAL ECONOMICS**  
**Prerequisites:** ECO 200, ECO 201, MTH 102 (C-)  
This course considers the development of modern economics from historical, analytical, and conceptual perspectives. It will cover such specific topics as cost flow analysis, tradeoffs on both micro and macro levels, the meaning of interest rate shifts and currency fluctuations, the forward markets in currencies, and merger analysis.

**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)
Placement determined by ACCUPLACER exam administered by Academic Success Center 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 exam 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
Prerequisite: Placement exam, 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
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 350  RESEARCH WRITING
(BA in Business Junior/Senior students only)
Prerequisite: ENG 102 (C-). Requirement: “C-” or better

ENG 380  ADVANCED CREATIVE WRITING WORKSHOP
Prerequisite: ENG 280
Structured as a workshop, this course is intended to take
students through the steps of the writing process, from idea to rough draft, workshop to revision, and final draft to submission for publication. This course will also include the reading and critical analysis of published works. Each week we will examine elements of the writing form—structure, characterization, showing and telling, figurative language, and point of view—as they operate in the assigned reading. In addition, students will generate, review, and polish stories, personal essays and poems, as well as read and respond to peer work.

**ENG 450 RESEARCH WRITING**
(Students in Business Junior/Senior students only)
Prerequisite: ENG 102 (C-). 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 5 SPECIAL TOPICS IN ENGLISH** (1-3 UNITS)
Prerequisite: Varies by subject
Special topic courses will be identified with “S” after course code. Content varies depending on the interest of both the teacher and the students.

**ENG 498 INDIVIDUAL DIRECTED RESEARCH IN ENGLISH** (1-3 UNITS)
For the course description, see “Individual Directed Research.”

**Finance (FIN)**

**FIN 306 BEHAVIORAL FINANCE**
Prerequisites: ECO 201, MTH 251 (C-), MTH 102 (C-), FIN 320
Cross Listed 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.

**FIN 320 FINANCIAL MANAGEMENT I**
Prerequisites: ACC 201, ECO 201, MTH 102 (C-), MTH 251 (C-)
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, discounted cash flow analysis, budgeting, compensation plans, 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 321 FINANCIAL MANAGEMENT II**
Prerequisite: FIN 320
This course is a continuation of quantitative and qualitative techniques applicable to financial management. The course is case based for practical application. 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. The goal of the course is to prepare students for decision-making as business owners, managers, and as financial analysts.

**FIN 335 FINANCIAL MODELING**
Prerequisite: FIN 320
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.

**FIN 430 INVESTMENTS**
Prerequisite: FIN 320
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 431  STUDENT INVESTMENT FUND**  
**Prerequisites:** FIN 321, FIN 335, FIN 430  
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.

**FIN 433 / RLS 433  INTERMEDIATE REAL ESTATE FINANCE**  
**Prerequisite:** FIN 320  
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.

**FIN 438  INTERNATIONAL FINANCE**  
**Prerequisite:** FIN 320, IMG 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.

**FIN 439  FINANCIAL INSTITUTIONS**  
**Prerequisite:** FIN 320  
The objective of this course is to present a thorough, detailed overview of the entire financial system in the United States (excluding banks) and its component parts, keeping in view the ever-increasing importance of globalization of our markets and institutions. Several of the financial institutions are critically analyzed, and wherever necessary and appropriate, we investigate in depth the evolution of these financial institutions. Banks are excluded since there is a separate course, Money and Banking, that looks at the operations of banks in detail.

**FIN 442  ENTREPRENEURIAL FINANCE**  
**Prerequisite:** FIN 320  
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 462  MONEY AND BANKING**  
**Prerequisite:** FIN 320  
This course purports to introduce and develop the economic rationale that has led to the evolution and growth of the modern banking system in the United States since the early Nineteenth century. The course analyzes the structure and function of commercial and savings banks in the United States, reviews the workings of the Federal Reserve system and its primary instruments of monetary control, and explores in detail the regulatory issues confronting the banking sector today.

**FIN 465  DERIVATIVES**  
**Prerequisite:** FIN 320  
This course explores futures, swaps and options. Students will learn to value these securities 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. The process of securitization will be covered as well.

**FIN S  SPECIAL TOPICS IN FINANCE**  
**Prerequisite:** Varies by subject  
Special topic courses will be identified with “S” after course code. Content varies depending on the interest of both the professor and the students.

FIN 432S Risk Management & Insurance
FIN 498  INDIVIDUAL DIRECTED RESEARCH IN FINANCE (1-3 UNITS)
For the course description, see “Individual Directed Research.”

INT 499  INTERNSHIP IN MAJOR FIELD (6 UNITS)
Prerequisites: Prior approval from Internship Office
Internship provides an opportunity for hands-on experience in an area in the field of finance that the student may want to pursue. Also see “Internships” for general information and policies.

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 (3 UNITS)
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. The content emphasizes specific areas of special interest.

FRE 498  INDIVIDUAL DIRECTED RESEARCH IN FRENCH (1-3 UNITS)
For the course description, see “Individual Directed Research.”

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 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. NOTE: This course is to be taken sequentially with HIS 112.

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. NOTE: This course is to be taken sequentially with HIS 111.

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 300  HISTORY OF WESTERN CULTURE FROM THE RENAISSANCE
Prerequisite: ENG 102 (C-)
This course is designed to provide students with an integrative upper division survey of western culture and history. The course will explore the creative channels by which individuals and groups have interpreted the human experience and defined human nature; the ways in which humans have lived, worked, loved, and prayed...
together; the institutions, organizations, political, economic and cultural systems, and material goods that humans have created. Although the focus of the course is on Europe over the past 500 years, it will also explore the ancient and medieval roots of modern European culture, and the spread and impact of that culture on the non-Western world.

**HIS 301 AFRICAN-AMERICAN HISTORY**  
**Prerequisite: ENG 102 (C-)**  
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-)**  
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 the Orient. Political, social, and economic concepts are considered.

**HIS 303 MODERN LATIN AMERICAN HISTORY**  
**Prerequisite: ENG 102 (C-)**  
This course studies Latin America in the twentieth century, with emphasis on Mexico, Argentina, Brazil and Chile. Focus on political, cultural, and economic development of these countries.

**HIS 304 HISTORY OF AFRICA**  
**Prerequisite: ENG 102 (C-)**  
This course is an introduction to the study of Africa, beginning with a survey of the history of its ancient civilizations and pre-colonial period. The course will examine the various cultures of Africa and their contributions to the non-African world as well as to African-America. Additional topics will include Africa’s position in world affairs, post-colonial economic development, and nation building, as well as literature and art.

**HIS 309 TWENTIETH-CENTURY HISTORY**  
**Prerequisite: ENG 102 (C-)**  
This course is designed to provide a broad, thematic approach to the global history of the twentieth century. The focus will be on understanding the forces and patterns of change and continuity that make the twentieth century such a dynamic and complex one. This course will use a seminar format. It will be structured around class discussions of texts and student presentations on countries and continents.

**HIS 353 LATIN AMERICAN HISTORY UNTIL 1822**  
**Prerequisite: ENG 102 (C-)**  
This course is a study of the unique cultural elements that differentiate Latin America from the rest of the world with consideration of the polyglot composition of so much of its population. Attention to indigenous cultures as well as to discovery, conquest and growth; political, social, and economic forces emphasized.

**HIS S SPECIAL TOPICS IN HISTORY**  
**Prerequisite: Permission of the instructor**  
Special topic courses will be identified with “S” after course code. These courses vary from semester to semester. The content emphasizes specific areas of special interest.

**HIS 498 INDIVIDUAL DIRECTED RESEARCH IN HISTORY**  
**Prerequisite:** Individual Directed Research.

*Human Resource Management (HRM)*

**HRM 300 HUMAN RESOURCE MANAGEMENT**  
**Prerequisites:** MGT 101, ENG 102 (C-), 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.

**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.

HRM 316  HUMAN RESOURCE MANAGEMENT STRATEGY
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.

HRM 317  STAFFING / TESTING / TRAINING AND 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 organizational 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  BENEFITS AND COMPENSATION
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.

HRM S  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. The content emphasizes specific areas of special interest.

HRM 498  INDIVIDUAL DIRECTED RESEARCH IN HUMAN RESOURCE MANAGEMENT  (1-3 UNITS)
For the course description, see “Individual Directed Research.”

Humanities (HUM)

HUM 150  INTRODUCTION TO THE HUMANITIES
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 160  MUSIC HISTORY AND APPRECIATION
This course is a study of musical materials and techniques of intelligent listening through an examination of selected works from the standard repertoire of Western music from 1700. The course will include principles of melody, harmony, rhythm, and musical structure as well as an introduction to major musical forms (sonata, concerto, symphony, opera, oratorio, the art song, etc.). No previous musical experience required.

HUM/LIT 282  MEMOIR WRITING
Prerequisite: ENG 100 (C-)
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 307  DIVERSITY IN THE WORKPLACE
Prerequisite: ENG 102 (C-)
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 311  WOMEN AND CULTURE  
Prerequisite: ENG 102 (C-)  
This course explores women’s cultural contributions to the human experience and the ways in which women express themselves in art, literature, film, music, theater, and/or the mass media. The course will also utilize historical, mythological, psychological, feminist, political, economic, and aesthetic critiques to analyze the larger cultural framework in which women and women artists operate.

HUM 314  FRENCH CULTURE  
Prerequisite: ENG 102 (C-)  
This course is a survey of contemporary French culture with an emphasis on social, intellectual and artistic trends.

HUM 315  SPANISH CULTURE  
Prerequisite: ENG 102 (C-)  
This course studies the highlights of Spanish Civilization with emphasis on its artistic, economic, social and historical development.

HUM 324  MONEY, BUSINESS & CULTURE  
Prerequisite: ENG 102 (C-)  
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 397  CHINESE CULTURE  
Prerequisite: ENG 102 (C-)  
This is a survey course taught in English that covers issues in modern China that are important to an understanding of world geopolitics. Using an interdisciplinary approach, the course will include discussion of geography and climate, art, education, rural and urban issues, environmental concerns, and population control. Current events from newspaper, websites and other media will also be discussed.

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. The content emphasizes specific areas of special interest.

HUM 302S  Introduction to Wine Appreciation (1 UNIT)  
HUM 330S  Human Rights in a Global Perspective  

HUM 498  INDIVIDUAL DIRECTED RESEARCH IN HUMANITIES  
(1-3 UNITS)  
For the course description, see “Individual Directed Research.”

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 or Provost and Registrar prior to registration in the course. Units vary from one to three.

International Management (IMG)  

IMG 300  INTERNATIONAL MANAGEMENT  
Prerequisites: MGT 101, ENG 102 (C-), 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 inter-national monetary system; cultural influences on management; political and economic considerations managing and organizing marketing, finances, and human resources; and manufacturing activities globally.

IMG 302  INTERNATIONAL MARKETING MANAGEMENT  
Prerequisites: ECO 200, IMG 300, MKT 316  
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.

**IMG 304  SUSTAINABLE BUSINESS**
*Prerequisites: ECO 200, IMG 300*
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.

**IMG 306  ECONOMIC GEOGRAPHY**
*Prerequisites: MGT 101, ECO 200*
This course is designed to familiarize students with the unique economic, natural, and social characteristics of nations and regions of the world with emphasis on resource endowments, and sources of economic wealth. The course evaluates the role and position of nations and geographical regions in the world economy, and their prospects for development, productivity, and environmental sustainability.

**IMG 404  INTERNATIONAL LAW AND ORGANIZATIONS**
*Prerequisites: MGT 206, IMG 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.

**IMG 5  SPECIAL TOPICS IN INTERNATIONAL MANAGEMENT** (1-3 UNITS)
Special topic courses will be identified with “S” after course code. These courses cover contemporary issues and themes in international management, reflecting the dynamic forces and changes in the global economy, social and cultural influences, and political developments. Courses examine the complex socio-economic inter-relationships among variables and forces that are shaping the character and direction of global issues and organizations.

- IMG 307S  Business & Global Poverty Alleviation
- IMG 350S  Impact Investing: Transforming How we make Money While Making a Difference
- IMG 371S  Social Impact in a Global Economy

**IMG 498  INDIVIDUAL DIRECTED RESEARCH IN INTERNATIONAL MANAGEMENT**
For the course description, see “Individual Directed Research.”

**Internships**

**INT 120  CAREER MANAGEMENT IN THE WORKPLACE** (1 UNIT)
*Required course materials fee will be charged to student’s account*
This course provides students with a career management process, which can be used throughout their life. Students explore their personality, career values, occupational interests, skills, and work preferences. Students learn job search strategies and tools including researching, resume writing, interviewing skills, and networking.

**INT 499  INTERNSHIP IN MAJOR FIELD**
**INT 499(A) /ACC 499  INTERNSHIP IN ACCOUNTING** (6 UNITS)
*Prerequisite: Prior approval from Internship Office*
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 and 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 of, formalizing of, and completion of 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 320 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 may be completed in one of two ways: 1.) The summer between the junior and senior year; internships are full-time (32+ hours/week) and last ten weeks. 2.) The senior academic year; internships are part-time (14-15 hours/week) and last the entire duration of both the fall and spring semesters of a student’s senior year. There are fixed start and end dates for all credit-bearing internships, and internship opportunities must align with both the date and hour requirements in order to be approved. Student athletes are strongly encouraged to complete internships during the summer only, because of intensive practice and game schedules during the academic year.

For more information about the Internship Program and Program Learning Outcomes, visit: https://www.menlo.edu/interns.

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 250  **SHORT STORY IN MODERN LITERATURE**
Prerequisite: ENG 101 (C-)
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.

HUM/LIT 282  **MEMOIR WRITING**
Prerequisite: ENG 100 (C-)
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 300  **LITERATURE OF WESTERN CULTURE SINCE THE 18TH CENTURY**
Prerequisite: ENG 102 (C-)
This course explores the multiple themes of European literature from the 18th century to the present in order to give an overview of the great works of fiction written in England, France, Germany, Russia, Italy, and Spain during the past three centuries. Students will explore different literary genres (novels, short stories, poetry, plays) and will learn about techniques for analyzing, understanding, and making critical comments on literary texts. They will become familiar with the times in which these texts were written and about the people for whom they were written. Students will also learn about themselves, because each text, in its own way, tells the story of the human experience.

LIT 301  **MAJOR AMERICAN WRITERS**
Prerequisite: ENG 102 (C-)
This course is a detailed analysis of major works of fiction, drama and poetry by significant American authors.

LIT 302  **MAJOR BRITISH WRITERS**
Prerequisite: ENG 102 (C-) This course is a detailed analysis of major works of fiction, drama and poetry by significant British authors.
LIT 303  SHAKESPEARE
Prerequisite: ENG 102 (C-)
This course is an in-depth critical analysis of six to ten of Shakespeare’s most important plays.

LIT 304  MODERN WORLD LITERATURE
Prerequisite: ENG 102 (C-)
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 310  BILDUNGSROMAN: THE COMING OF AGE NOVEL
Prerequisite: ENG 102 (C-)
Bildungsroman, a German literary term, refers to a kind of novel focused on the growth or development of a young protagonist. In essence, the bildungsroman is a coming-of-age novel. Historically, the characters in this genre tend to be Western Culture males. This course will widen the scope of study to include female as well as male protagonists from cultures around the world in different eras.

LIT 305S  Immigration Experience
LIT 306S  Literature of Hawai‘i and Pacific Islands

LIT 306S  Literature of Hawai‘i and Pacific Islands

LIT 498  INDIVIDUAL DIRECTED RESEARCH IN LITERATURE (1-3 UNITS)
For the course description, see “Individual Directed Research.”

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  THE LEGAL ENVIRONMENT OF BUSINESS
Prerequisite: MGT 101, ENG 101 (C-)
An introduction to the law relating to individuals and business enterprises encompassing the nature and sources of law, dispute settlement, business ethics and social responsibility, criminal law, intentional torts, and negligence. This course focuses on the nature and formation of contracts, contract rights, duties, and remedies for breach, agency and employment law.

MGT 303  INNOVATION & 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 313  OPERATIONS MANAGEMENT
Prerequisites: MGT 101, MTH 102 (C-), MTH 251 (C-)
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 317 ORGANIZATIONAL BEHAVIOR
Prerequisite: MGT 101, ENG 102 (C-), ECO 200
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 325 WOMEN IN BUSINESS
Prerequisites: ENG 102 (C-), 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 327 BUSINESS ETHICS
Prerequisite: MGT 317
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 363 MANAGEMENT FOR ENTREPRENEURSHIP
Prerequisites: MGT 101, ENG 102 (C-)
Conceiving a new venture begins with an idea. Transforming the idea into a solid opportunity and successful business requires considerable expertise. This course helps students develop the knowledge, skills and confidence necessary to create opportunities from ideas and to evaluate them. In this course, each student will focus on one project, preparing a feasibility study of an opportunity of their choosing, including market/industry attractiveness and target segment attractiveness/sustainable advantage. Following the feasibility analysis, students will be ready to construct a business plan that explains in detail how the new venture is going to create and/or capture value, and will function as a road map for management.

MGT 364 DESIGN THINKING & BUSINESS INNOVATION
Prerequisite: MGT 101
Innovation has become increasingly important for virtually every business. In an increasingly global marketplace, 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 counter-intuitive) 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, develop simple prototypes, test.

MGT 365 SOCIAL AND ENVIRONMENTAL ENTREPRENEURSHIP
Prerequisite: MKT 316, FIN 320
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 or environmental enterprise. They will explore a range of management, marketing, financing and service process issues affecting the social enterprise sector.

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  SENIOR CAPSTONE: GLOBAL STRATEGY**
Prerequisites: FIN 320, MGT 313, MKT 316, MGT 317, IMG 300 (senior students only)
This course, the culmination of a student’s academic study in the Management 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 401  SENIOR CAPSTONE: LAUNCHING THE VENTURE**
Prerequisites: MKT 316, FIN 320, MGT 317, IMG 300, or concurrent enrollment with MGT 313 (senior students only)
Cannot be double counted as both an elective and as capstone to meet Business Core requirement.
In this interdisciplinary course, guest lecturers from the world of venture capital and entrepreneurship come to share their knowledge and experiences on planning, investing and launching new business ventures. During the semester and working in teams of three, students identify a new business opportunity, research it in the actual marketplace, develop a business plan to fund it and then present those plans to a panel of VC’s and entre-preneurs for review and critique. The course offers a “real world” experience and exposure to Silicon Valley investors.

**MGT 410  EMPIRICAL RESEARCH METHODS**
Prerequisites: PHI 160, MTH 251 (C-), ENG 350 (C-)
This course introduces business students to empirical methodologies and evaluation techniques used in business. This will involve both qualitative and quantitative methods, with a particular emphasis on the use, evaluation, and presentation of data. The course provides the background skills for successful completion of MGT 411. **NOTE:** This course is offered during the fall semester only. Enrollment is limited to B.A. in Business students and is to be taken during the senior year or equivalent. The course is to be taken sequentially with MGT 410.

**MGT 411  SENIOR THESIS**
Prerequisites: MGT 410 (senior students only)
This course is the capstone experience for B.A. in Business students. Each student will write a major research paper on a business topic 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 B.A. in Business students and is to be taken during the senior year or equivalent. The course is to be taken sequentially with MGT 410.

**MGT 431  COMMERCIAL LAW**
Prerequisite: MGT 206
A course designed for business management option students providing an intensive study of commercial law and business organization formation and planning, including sole proprietorships, partnerships, and corporations. The course will also focus on the Uniform Commercial Code, particularly Article 2, sale of goods; Article 3, commercial paper; and, Article 9, secured transactions.

**MGT 453  SPREADSHEET MODELING**
Prerequisites: MGT 101, MTH 251 (C-)
This course is an introduction to the use of mathematical models in organizations. We desire to understand the processes of model building, solution, validation and implementation. Further, modest facility will be developed with specific mathematical models which have fairly broad applicability. Classes of models studied include linear programming, transportation models, selected network models, integer programming, decision analysis, and simulation.

**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 will explore issues of current or continuing importance in areas of business and management, either from a broad, or from a specific, perspective.

- MGT 305S  Creativity and Collaboration
- MGT 314S  Digital Transformation of Business
- MGT 315S  Big Data Analytics for Managers
- MGT 316S  Data Programming
- MGT 319S  Text Analytics and Visualization
- MGT 366S  Technology as Management Tool
MGT 372S  International Business in Asia Pacific
MGT 373S  Doing Business in New Zealand

MGT 498  INDIVIDUAL DIRECTED RESEARCH IN MANAGEMENT (1-3 UNITS)
For the course description, see “Individual Directed Research.”

Management Information Systems (MIS)

STS 101  MICROCOMPUTER SOFTWARE LITERACY (1 UNIT)
A tutorial-based course to develop basic user literacy in word processing, spreadsheet, database and presentation graphics software. Students will learn the basic features of Word, Excel, Access, and PowerPoint by completing lab-based tutorials in each of the four software packages. Class sessions will introduce basic concepts and special features of the software appropriate to the Menlo College curriculum.

MIS 120  ADVANCED BUSINESS APPLICATIONS
Prerequisite: STS 101 or equivalent
A more detailed study of the capabilities of personal productivity software focusing on spreadsheets. Spreadsheet use will include multi-sheet workbooks, lists, filters, pivot tables, functions, macros, and the Data Analysis and Solver tools.

MIS 250  STRUCTURED PROGRAMMING
Prerequisite: STS 101 or equivalent
This course will cover such fundamental programming concepts as input, output, decisions, loops, arrays, strings, files, and modularization with functions and procedures. Students will study the elements of graphical user interface design and event-driven programming.

MIS 260  MANAGEMENT OF INFORMATION SYSTEMS
Prerequisite: MGT 101, STS 101
This course is the classic introduction to management information systems: how computers are used and managed in organizations, and how such technology assists management. Topics include the strategic role of information systems, a survey of hardware, software, databases and networks, types of information systems, the design and acquisition of information systems, and ethical issues in information systems.

MIS 306  TELECOMMUNICATIONS AND NETWORKS
Prerequisite: STS 101 or equivalent
The worlds of data transmission, voice telecommunications, video, music and the Internet are rapidly converging. The concepts, architectures, standards, and protocols that have allowed these public and private networks to communicate will be studied. The course covers topics starting with physical connectivity and covering data transmission, security, regulation and management, social and ethical issues.

MIS 309  DATABASE SYSTEMS
Prerequisite: MIS 260 or permission of the instructor
An overview of database concepts such as database management systems, database design, and data modeling with a strong emphasis on the relational model, SQL, and multi-user enterprise database processing.

MIS 310  SYSTEMS ANALYSIS AND DESIGN
Prerequisites: MIS 260 or permission of the instructor
This course concerns designing computer-based information systems. The viewpoints of three types of participants in this process (technical expert, supervisor, and manager) will be discussed. To this end, both a traditional systems development life cycle and modern CASE tool and prototype approach will be explained. Managerial issues related to implementation issues, cost benefit analysis, ROI, time and cost projection will be examined. Many examples will be taken from various newer technologies.

MIS 370  WEB PAGE DESIGN
This course covers the design of web pages and websites. Topics include tables, frames, embedded multi-media objects and script language, as well as basic aesthetic issues. Appropriate software such as Dreamweaver is actively used.

MIS S  SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS (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. The content reflects a specific area of special interest.
MIS 498  INDIVIDUAL DIRECTED RESEARCH IN MANAGEMENT INFORMATION SYSTEMS (1-3 UNITS)
For the course description, see "Individual Directed Research."

Marketing (MKT)

MKT 316  PRINCIPLES OF MARKETING
Prerequisites: MGT 101, ENG 102 (C-), ECO 200
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 317  ENTREPRENEURIAL MARKETING
Prerequisites: MKT 316
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 320  PUBLIC RELATIONS
Prerequisites: MKT 316, ENG 102 (C-)
This course provides the fundamental concepts and techniques of public relations. The students examine the role of public relations in business, entertainment, social service and government, as well as the difference between public relations and advertising. Students critique various campaigns; actively research strategies; plan events; and develop communication skills as well as public relations products. NOTE: This course is being phased out and replaced by MKT 419.

MKT 335  MARKETING RESEARCH
Prerequisites: MKT 316, MTH 251 (C-)
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 409  STRATEGIC MARKETING MANAGEMENT
Prerequisites: MKT 316, ACC 202
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 419  INTEGRATED MARKETING COMMUNICATIONS
Prerequisites: MKT 316, ENG 102 (C-)
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.

**MKT 436  CONSUMER BEHAVIOR**  
**Prerequisites:** MKT 316, ECO 200, 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 437  DIGITAL MARKETING**  
**Prerequisites:** MKT 316, ECO 201

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 stakeholders 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 441  MARKETS OF ONE: MASS CUSTOMIZATION AND THE VALUE OF THE CONSUMER EXPERIENCE**  
**Prerequisite:** MKT 316

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 442  PRICE MANAGEMENT**  
**Prerequisites:** ACC 201, ECO 201, MKT 316, MKT 436, MTH 251 (C-)

Determining the price of a product or service is one of the most important marketing decisions. It is also one of the most complex and least understood aspects of marketing. However, price is a unique category of the marketing mix as it is the only component that represents revenue for the firm. The remaining P’s (product, place, and promotion) are costly activities undertaken to create value for the consumer. Price, in its ideal form, recaptures this value. This course will introduce the student to frameworks relevant for making pricing decisions. While pricing strategies are taught under the rubric of many diverse disciplines, we will take an integrative approach, combining strategic, economic, marketing, and psychological considerations. The objective of this course is to prepare students for addressing strategic and tactical pricing issues and identifying profit-boosting changes in pricing practices across a range of professional contexts.
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 will explore issues of current or continuing importance in marketing. 

MKT 318S   New Product Management 
MKT 352S/POL 352S   Political Marketing 

MKT 498  INDIVIDUAL DIRECTED RESEARCH IN MARKETING  
(1-3 UNITS) 
For the course description, see “Individual Directed Research.”

INT 499  INTERNSHIP IN MAJOR FIELD  
(6 UNITS) 
**Prerequisite:** Prior approval from Internship Office 
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.

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 AND ORAL PRESENTATION 
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 300  HISTORY OF FILM 
**Prerequisite:** ENG 102 (C-) 
This course focuses on the history of cinema from silent movies to today’s blockbusters. Various genres and directors will be explored, with an emphasis on critical analysis of both American and International cinema.

MCM 308  CULTURAL EXPRESSION IN THE MEDIA 
**Prerequisite:** ENG 101 (C-) 
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 312  SPORTS MEDIA 
**Prerequisite:** ENG 102 (C-) 
This course investigates the phenomenon of sport in the electronic media. Areas of interest include the production and distribution of radio and TV sports programs, advertising, endorsements, and contemporary social issues. Regulations, legal considerations and new electronic media such as webcasting and enhanced TV are also examined. The role of the sportscaster, audience measurement techniques, historical and philosophical perspectives constitute additional topics of discussion.

MCM 321  DESKTOP PUBLISHING 
**Prerequisite:** ENG 102 (C-) 
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 329  MUSIC INDUSTRY 
**Prerequisite:** ENG 102 (C-) 
This course examines the history, structure, and practices of the music industry. Business aspects of artists’ contracts, royalties, copyrights, and research methods are analyzed. Recording and production, artist management and concert management provide additional areas of study. Music programming in broadcast media of radio and television as well as musical scores for film are discussed. New technology in the music industry such as digital recording and editing, surround sound formats, Musical Instrument Digital Interface (MIDI), digital audio tape (DAT), and on-line audio are also investigated.
MCM 333  BUSINESS COMMUNICATION AND PROFESSIONAL DEVELOPMENT  
Prerequisites: MGT 101, ENG 101 (C-), Sophomore Status  
This course will introduce students to the competencies and tools they need to be successful professionals in a dynamic 21st century workplace. Students will use critical thinking to research and assess how their skills, interests, and goals match various majors and career opportunities. Once students have a clearer understanding of themselves, the course will prepare them for internships and jobs by engaging them in developing critical professional written and oral communication skills. Specific learning activities include: creating compelling resumes, LinkedIn profiles, and cover letters; and developing strong networking and interviewing skills. Students will effectively craft written communication for different organizational scenarios, considering the audience, goal, and most appropriate medium.  
This course will support the development of four of NACE’s career readiness skills: critical thinking/problem solving; oral/written communication; professionalism/work ethic; and career management. Critical thinking, oral communication, and written communication are three of the five WSCUC core competencies.

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. The content emphasizes specific areas of special interest.

MCM 258S  Storytelling and Improvisational Speaking  
MCM 301S  Digital News Production  
MCM 335S  Persuasion and Negotiation  
MCM 343S  Leadership Communication  

MCM 498  INDIVIDUAL DIRECTED RESEARCH IN MASS COMMUNICATION AND MEDIA (1-3 UNITS)  
Prerequisite: MCM 101, Junior standing  
For the course description, see “Individual Directed Research.”

Mathematics (MTH)  

MTH 100  INTERMEDIATE ALGEBRA  
accelerated with lab (4 UNITS)  
Prerequisite: Placement determined by ACCUPLACER exam administered by Academic Success Center  
Requirement: “C-” or better  
This course covers the following topics: A review of fractions and signed numbers; solving linear equations with applications; the four arithmetic operations with polynomials; factoring including trinomials, sums and difference of cubes; solving quadratic equations by factoring and by quadratic formula; complex numbers; laws of exponents; logarithms; applications of exponents and logarithms; arithmetic of rational expressions; solving equations involving rational expressions, including applications; roots and radicals. Other likely topics include solving two equations in two unknowns and some graphing.

MTH 101  INTERMEDIATE ALGEBRA  
Prerequisite: Placement determined by ACCUPLACER exam administered by Academic Success Center  
Requirement: “C-” or better  
This course begins with a quick review of solving equations of one variable, and solving and graphing linear systems of equalities and inequalities. Following this review, the course proceeds with thorough explorations of properties of exponents; basic algebraic operations with polynomials and factoring; rational and radical expressions and equations with applications; solving and graphing quadratic equations with applications. Problem solving and practical applications will be stressed.

MTH 102  COLLEGE ALGEBRA  
Prerequisite: MTH 100 or MTH 101 with grade “C-” or better. If prerequisite course has not been taken, placement determined by ACCUPLACER exam administered by Academic Success Center  
College Algebra provides an introduction to the important world of mathematical functions and their applications. Functions describe quantitative change and are found in many fields of study, such as business, economics, and social studies. The following topics will be covered in the course: definition of a function; the domain and range; linear, exponential and logarithmic, quadratic, polynomial, and rational functions and their graphs; operations on, transformations and applications of these functions; composition of functions and inverse functions; introduction to sequences and series. This course should prove
useful in most courses in economics, finance, production, and statistics/quantitative analysis.

**MTH 110  FINITE MATH**  
**Prerequisite:** MTH 100/MTH 101  
**Requirement:** “C-” or better

This course studies finite math from a modeling perspective; modeling real world situations with linear equations; modeling with proportionality; a study of linear equations, their solutions and applications; fitting data best with a straight line; modeling with systems of linear equations; various ways of solving such systems; the concept of optimizing under constraints, as exemplified by linear programming; financial modeling, including compound interest, the present value of money, and annuities; modeling with probability.

**MTH 251  STATISTICS**  
**Prerequisite:** MTH 102 or MTH 260 with grade of “C-” or better. If prerequisite course has not been taken, placement determined by ACCUPLACER exam administered by Academic Success Center

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 (4 UNITS)**  
**Prerequisite:** MTH 102 with grade of “C-” or better. If prerequisite course has not been taken, placement determined by ACCUPLACER exam administered by Academic Success Center

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 261  BUSINESS CALCULUS II (4 UNITS)**  
**Prerequisite:** MTH 260 with grade of “C-” or better. 
**Requirement:** “C-” or better

This course includes a brief review of derivatives and integrals; integration by parts; more applications of integration; partial derivatives and some of their applications in economics or business; a brief study of surfaces; why the linear regression method works; multiple integrals and applications; sequences and series of numbers and the Maclaurin and Taylor series.

**MTH S  SPECIAL TOPICS IN MATHEMATICS (1-3 UNITS)**  
**Prerequisite:** Varies by subject

Special topic courses will be identified with “S” after course code. Content varies depending on interest of both teacher and students.

**MTH 308S  Business Data Analytics with Excel**

**MTH 498  INDIVIDUAL DIRECTED RESEARCH IN MATHEMATICS (1-3 UNITS)**

For the course description, see “Individual Directed Research.”

**Philosophy (PHI)**

**PHI 160  LOGIC AND CRITICAL THINKING**  
**Prerequisite:** ENG 102 (C-)

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**  
**Prerequisite:** ENG 101 (C-)

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-), 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. The content emphasizes specific areas of special interest.

PHI 498 INDIVIDUAL DIRECTED RESEARCH IN PHILOSOPHY (1-3 UNITS)
For the course description, see “Individual Directed Research.”

Physical Education (PED)
NOTE: Only 2 units of Physical Education can be taken for a letter grade and count toward graduation and grade point average (GPA). Additional physical education classes are graded on a “credit/no credit” basis.

PED 099–196 GENERAL PHYSICAL EDUCATION ACTIVITIES (1 UNIT EACH)
These courses allow students to select activity, level, and time of preference. A wide variety of activities, such as the following, are offered: See schedule for current offerings.
PED 099 – Intramural Activity
PED 101 – Tennis
PED 103 – Individual Activity
PED 104 – Aerobic Activity
PED 105 – Yoga
PED 106 – Pilates
PED 107 – Dance Aerobics
PED 108 – Body Conditioning
PED 109 – Weight Training
PED 110 – Self Defense
PED 111 – Cross Training
PED 112 – Kick Boxing
PED 113 – Recreational Conditioning
PED 115 – Performance Dance
PED 116 – Indoor Soccer
PED 117 – Advanced Body Conditioning
PED 118 – Advanced Weight Training
PED 119 – Volleyball
PED 120 – Basketball
PED 121 – Walking
PED 122 – Performance Flexibility
PED 123 – Softball
PED 177 – Body Conditioning
PED 178 – Advanced Women’s Soccer
PED 179 – Advanced Softball
PED 181 – Advanced Women’s Cross Country
PED 182 – Advanced Women’s Wrestling
PED 183 – Special Topic: Hawaiian Dance
PED 188 – Advanced Women’s Track and Field
PED 189 – Advanced Women’s Golf
PED 190 – Advanced Men’s Soccer
PED 191 – Advanced Men’s Cross Country
PED 192 – Advanced Men’s Wrestling
PED 193 – Advanced Dance
PED 194 – Advanced Cheer
PED 195 – Advanced Sports Performance
PED 196 – Advanced Men’s Track and Field

VAR 207–295 VARSITY SPORTS (0 UNITS EACH)
VAR 207 – Track
VAR 253 – Cross Country
VAR 270 – Baseball Competition/Conditioning
VAR 271 – Men’s Basketball Competition/Conditioning
VAR 272 – Women’s Basketball Competition/Conditioning
VAR 273 – Men’s Cross Country Competition/Conditioning
VAR 274 – Women’s Cross Country Competition/Conditioning
VAR 278 – Men’s Soccer Competition/Conditioning
VAR 279 – Women’s Soccer Competition/Conditioning
VAR 280 – Softball Competition/Conditioning
VAR 285 – Volleyball Competition/Conditioning
VAR 286 – Men’s Wrestling Competition/Conditioning
VAR 287 – Women’s Wrestling Competition/Conditioning
VAR 291 – Men’s Golf Competition/Conditioning
VAR 292 – Women’s Golf Competition/Conditioning
VAR 294 – Cross Country/Track & Field

Physical Science (PSC)

PSC 160 INTRODUCTORY PHYSICAL SCIENCE WITH LAB (4 UNITS)
A General Education physical science course comprising the principles of astronomy, geology, physics and related sciences. Thought provoking contemporary topics from the Big Bang to the evolution of the solar system and the earth will be studied.

PSC 161 INTRODUCTORY PHYSICAL SCIENCE LAB (0 UNITS)
Laboratory exercises to accompany Introductory Physical Science. Concurrent enrollment with PSC 160.
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 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 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 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. The content emphasizes specific areas of special interest.

POL 305S  Civil Liberties
POL 350S  Campaigns and Elections
POL 351S  Latinx Politics

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 experimental 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 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-)  
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-)  
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-driven 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-)**

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-)**

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-)**

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 311  **PERSONALITY THEORY**

**Prerequisites: PSY 101, ENG 102 (C-)**

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-)**

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/SSC 313  **INTRODUCTION TO DISABILITY STUDIES**

**Prerequisite: ENG 102 (C-)**

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-)**

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 315  PSYCHOLOGY APPLIED DAILY LIFE: CONSUMER PSYCHOLOGY—CUSTOMER/AUDIENCE ENGAGEMENT** (1 UNIT)

Living in an increasingly connected world, we are constantly bombarded with messages attempting to convince us to desire, purchase, or remain loyal to various brands and products. The goal of this course is to provide an introduction to consumer behavior in everyday life through a social psychological perspective. This 7-week course will explore psychological theories of persuasion, social norms, and brand loyalty that motivate consumer behavior. The goal of this course is to introduce theories and research of consumer behavior that are relevant in daily life.

**PSY 320  THE MENTOR AS LEADER** (1 UNIT)

Prerequisite: Permission of the instructor

This course is restricted to those students who have agreed to serve as peer mentors to the incoming freshmen and transfer students. The sessions will provide a forum for the evaluation of, reflection on, and processing of experiences as a peer mentor. Class discussions will focus on topics of import to incoming students such as roommate conflicts, the social scene, academics, study skills, sexuality, and mental health.

**PSY 383  CULTURAL ISSUE 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**

Prerequisites: ENG 102 (C-), MTH 102 (C-), PHI 160, PSY 305, PSY 411; and two additional upper division psychology courses. Recommended courses include PSY311, PSY304 and PSY482x.

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.

**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-)

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-)

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. Occasionally, special topics will be offered in the psychology curriculum. They are selected for their contemporary interest and may be courses in applied psychology, contemporary issues in psychology, or in-depth studies of a particular area of psychology.

- PSY 310S Close Relationship
- PSY 316S Organizational Psychology

**PSY 498 INDIVIDUAL DIRECTED RESEARCH IN PSYCHOLOGY** (1-3 UNITS)
*For the course description, see “Individual Directed Research.”*

**PSY 499 INTERNSHIP IN MAJOR FIELD** (6 UNITS)
*Prerequisite: Prior approval from Internship Office*
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.

Real Estate (RSL)

**RLS 233 INTRODUCTION TO 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 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 316/ECO 316 URBAN REAL ESTATE ECONOMICS**
*Prerequisites: ECO 200, ECO 201, MTH 251*
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.

**RLS 433/FIN 433 INTERMEDIATE REAL ESTATE FINANCE**
*Prerequisite: FIN 320*
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.

**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. Content varies depending on the interest of both the teacher and the student.

- RLS 234S Commercial Property Management
- RLS 310S Real Estate Literature

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/PSY 313  INTRODUCTION TO DISABILITY STUDIES
Prerequisite: ENG 102 (C-)
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-), SSC 150
Immigration, transnationalism & global studies is dedicated to 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. Content varies depending on the interest of both the teacher and the student.

SSC 498  INDIVIDUAL DIRECTED RESEARCH IN SOCIAL SCIENCE (1-3 UNITS)
For the course description, see “Individual Directed Research.”

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 250  INTERMEDIATE SPANISH 3
Prerequisite: Placement exam or SPA 102 with a “C-” or better
This course covers intermediate grammar taught and discussed primarily in Spanish with daily oral and written exercises. Included will be the study of the preterit and imperfect tenses of regular and irregular verbs in the indicative mood. The semester will conclude with an introduction to the present tense of the subjunctive mood. The course will provide an understanding of the culture of Spanish-speaking countries and readings from modern Spanish literature.

SPA 251  INTERMEDIATE SPANISH 4
Prerequisite: Placement exam or SPA 250 with a “C-” or better
This course is a continuation of Spanish 250 taught completely in Spanish at an advanced level. Emphasis will be on continuing to develop proficiency in Spanish language skills through a review of grammar, vocabulary exercises, culturally-authentic dialogues, readings, and multi-media studies of Spanish-speaking countries.
SPA 325 ADVANCED SPANISH
Prerequisite: Placement exam or SPA 251 with a “C-” or better
This course covers oral and written composition. Reading and discussion in class of literature in the Spanish originals. Outside readings and written reports in Spanish. Translation exercises. The class is conducted entirely in Spanish.

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. The content emphasizes specific areas of special interest.

SPA 498 INDIVIDUAL DIRECTED RESEARCH IN SPANISH (1-3 UNITS)
For the course description, see “Individual Directed Research.”

Sports Management (SMG)

SMG 250 INTRODUCTION TO SPORTS MANAGEMENT
Prerequisites: MGT 101, ENG 101 (C-) 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-), MTH 102 (C-), 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.

SMG 308 SPORTS ANALYTICS
Prerequisites: SMG 250/300, SMG 307, MTH 251 (C-)
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.

SMG 399 PROFESSIONAL SKILLS AND CAREER PATHS IN SPORT MANAGEMENT (1 UNIT)
Prerequisites: SMG 250/300, SMG 307, or Junior/Senior Standing
This seminar will identify and explore various career paths for prospective sports management graduates at Menlo College. During this course, students will pinpoint their specific interests, skills, and goals related to a career in sports management. Students will also be exposed to various facets of the job preparation and assessment process. Students will also be provided several resources to aid in their search for a position after graduation. The course grade will be determined based upon the completion of a series of assignments and research projects directly related to the student’s desired career path.
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.

SMG 402 MARKETING AND ADVERTISING IN THE SPORTS INDUSTRY
Prerequisites: MKT 316, SMG 250/300
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.

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.

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.

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. The content emphasizes specific areas of special interest.

SMG 410S Sports Finance

Study Skills (STS)

STS 090 MENLO SUCCESS (1 UNIT)
The purpose of this course is to help students improve their skills in test-taking, note-taking, time and stress management. It also serves as a forum for discussion about social coping skills and connecting to the Menlo community. NOTE: This is a 1-unit developmental course —unit does not count for graduation or grade point average, but does count in establishing full-time status.

STS 100 TRANSITION TO COLLEGE (1 UNIT)
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)
A tutorial-based course to develop basic user literacy in word processing, spreadsheet, database and presentation graphics software. Students will learn the basic features of Word, Excel, and PowerPoint by completing lab-based tutorials in each of the four software packages. Class sessions will introduce basic concepts and special features of the software appropriate to the Menlo College curriculum. Students must complete this course by the end of that of second semester.

STS 150 PERSONAL FINANCE FOR COLLEGE (1 UNIT)
Personal Finance for College is a course intended for freshman college students. The goal is to prepare them for the financial decisions they are making as they become independent college students, and to provide them with basic money management skills.
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.

Grande Lum, Provost & Vice President for Academic Affairs, Professor of Law (2018). B.A., University of California, Berkeley; J.D., Harvard Law School.

Angela Schmiede, Vice President for Student Success (2013). B.S., M.Ed., Vanderbilt University; M.A., Ph.D., Stanford University.

Keith Spataro, Vice President for Enrollment & Athletics (2001). B.A., San Francisco State University; M.A., St. Mary’s College.


Alma Clayton-Pederson: Interim Dean of Student Affairs (2020). B.S., University of Wisconsin; M.A., Ph.D., Vanderbilt University.


Valeria Molteni, Dean of Library Services (2018). Licenciature, National University of Mar del Plata; MSIS, University of Texas at Austin.

Mouwafac Sidaoui, Dean of Business (2020). B.S., Wentworth Institute of Technology; M.B.A., Boston University; Ed.D., University of San Francisco.

Laura Koo, Senior Director of Alumni Engagement and Development (2018). B.A., Rollins College; Ph.D., University of California, San Francisco.

FACULTY

The following is a list of faculty. The dates refer to the year in which each joined Menlo College.

Jodie Austin: Assistant Professor, English (2015). B.A., University of California, Santa Barbara; M.A., Ph.D., Brandeis University.


Ruixue Du: Associate Professor, Accounting (2020). B.S., Nankai University; M.S., Ph.D., Virginia Tech.

Fabian Eggers: Associate Professor, Marketing (2010). M.B.A., University of Hamburg; Ph.D., Leuphana University of Luneburg.


Mark J. Hager: Professor, Psychology (1993). B.A., Golden Gate University; Ed.D., Harvard University; Ph.D., University of Michigan.


Bruce Paton: Professor Emeriti, Management (2016). B.A., Wesleyan University; M.B.A., Stanford University; Ph.D., University of California, Santa Cruz.

Melissa Poulson: Assistant Professor, English (2015). B.A., University of San Francisco; M.A., University of California, Santa Cruz; Ph.D., University of California, Santa Cruz.
Sean Pradhan: Assistant Professor, Management (2018).
B.A., San Francisco State University; M.A., San Jose State University; Ph.D., University of Michigan.

Leslie Sekerka: Professor Emeriti, Management (2007).
B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., Case Western Reserve University.

Manish Tewari: Associate Professor, Finance (2015).
B.Tech., Indian Institute of Technology; M.B.A., University of Arkansas; Ph.D., University of Central Florida.

Marianne Marar Yacobian: Professor, Social Science (2007).
B.A., University of California, Davis; M.A., Ph.D., University of San Francisco.

Janis Zaima: Professor, Accounting & Finance (2013).
B.A., M.B.A., Ph.D., University of Washington.

FACULTY EMERITI

Donald J. Albers  1968-1994
Eugene Bales  1962-2000
Alfred L. Brokes  1976-1994
James P. Conlan  1971-1994
Donald Drury  1972-1995
Jan T. Dykstra  1963-1994
Howard East  1965-1995
James Good  1976-1986
Diane Harvey  1979-2002
Claudie Hester  1970-2001
Philip Hutcheon  1975-1990
Kathryn Larson  1989-1994
Donna Little  1986-2018
Robert Malm  1961-1990
Lowell Pratt  1980-2020
Arthur Richards  1985-2007
William Rollosen  1969-1990
Raymond L. Solari  1972-1995
Jack Thomas  1976-1988
Marilyn Thomas  1986-2014
Ling-Erl Eileen T. Wu  1982-1994

FACULTY & STAFF

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.

Charles Adelberg: Adjunct Professor, Economics (2016).
B.A., Cornell University; M.S., Ph.D. University of Minnesota.

Erik Bakke: Adjunct Professor, English (2011).
B.A., University of California, Berkeley; M.A., New York University.

Emily Beitiks: Adjunct Professor, Psychology (2020).
B.A., University of California, Davis; Ph.D., University of Minnesota.

Marianne Bhonslay: Adjunct Professor, English (2009).
B.A., Vassar College; M.S., Columbia University Graduate School of Journalism; M.F.A., University of San Francisco.

Jesse Bingham: Adjunct Professor, Psychology (2009).
B.S., Brigham Young University; M.S., Purdue University.

Benny Boveda: Adjunct Professor, Marketing (2015).
B.S., M.B.A., University of Phoenix.

Duane Brooks: Adjunct Professor, Marketing (2017).
B.S., Kutztown University of Pennsylvania; M.B.A., California State University, Stanislaus; Ed.D., University of Nebraska, Lincoln.

Jeffrey Burkholder: Adjunct Professor, ESL English (2017).
B.A., University of California, Berkeley; M.A., Ph.D., University of Paris III; La Sorbonne Nouvelle.

Robert Campbell: Adjunct Professor, English (2012).
B.A., J.D., University of Memphis; M.A., Southern Methodist University.

Donald Campodonico: Adjunct Professor, Management (2017).
B.S., M.B.A., San Francisco State University; D.B.A., Golden Gate University.

Caroline Casper: Adjunct Professor, English (2017).
B.A. and B.S., Miami University; M.A., Columbia College Chicago; M.F.A., University of San Francisco.

Gary Castro: Adjunct Professor, Marketing (2017).
B.S., San Jose State University; M.A., Gonzaga University.

Mark Cazem: Adjunct Professor, International Management (2017).
B.A., San Francisco State University; J.D., University of California, Hastings College of the Law; M.B.A., San Francisco State University.

Arthur Chait: Adjunct Professor, Management (2017).
B.S., Rutgers University; M.B.A., University of Pittsburgh.

Cathy Chang: Adjunct Professor, Mathematics (2020).
B.S., University of Hawaii; M.S., Northwestern University.

Marie Chelberg: Adjunct Professor, Psychology (2019).
B.A., B.S., Ohio University, Athens; M.A., Ph.D., Stony Brook University, New York.

B.S., San Francisco State University; M.S., Golden Gate University.

Ruth Conza-Roman: Adjunct Professor, Spanish (2013).
B.A., Catholic University, Santa Maria; M.A., San Francisco State University.
Esra Coskun: Adjunct Professor, ESL English (2017).
B.A., Bogazici University; M.A., University of Leicester; Ph.D., Purdue University.

Shilpa Dasgupta: Adjunct Professor & Math Center Director (2017).
B.Sc., St. Xavier’s College; M.Sc., Jadavpur University; M.S., Ph.D., University of Colorado, Denver.

Nicholas DeJosia: Adjunct Professor, Mass Communications (2014).

Andrew Delunas: Adjunct Professor, Philosophy (2014).
B.A., M.A., University of Missouri.

Honey Dhupar: Adjunct Professor, Mathematics (2019).
B.S., Delhi University, India; M.S., California State University, East Bay.

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: 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.

Stephanie Felix: Adjunct Professor, History (2014).
B.A., Howard University; M.A., University of Wisconsin; Ph.D., Temple University.

Ken Fowler: Adjunct Professor, Accounting (2014).
B.S., Mankato State University; M.B.T., University of Minnesota; Ph.D., University of Mississippi.

Swapan Ghosh: Adjunct Professor, Marketing (2018).
B.T., M.T., Indian Institute of Technology; M.B., Santa Clara University; Ph.D., Loughborough University.

Emma Gordon: Adjunct Professor, Human Resources (2011).
B.S., University of California, Berkeley; M.S.A., John F. Kennedy University.

Pamela Guillard: 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: 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: Adjunct Professor, Mass Communications (2009).
B.A., Columbia College, Chicago; M.A., San Jose State University.

John Harding: Adjunct Professor, Management (2013).
B.A., University of California, Santa Cruz; M.A., J.D., University of California, Berkeley.

M.S., University College London.

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.

Dylan Houle: Adjunct Professor, Internship (2017).
B.A., San Francisco State University; M.S., Fordham University.

Mutima Imani: Adjunct Professor, Humanities (2019).
B.A., M.P.A. California State University, East Bay.

Caitlin Jeffrey: Adjunct Professor, History (2012).
B.A., University of San Francisco; M.A., University of Notre Dame; Ph.D., University of California, Irvine.

Lauren John: Adjunct Professor, English (2017).
B.A., Binghamton University; M.L.S., St. John’s University; M.A., Boston University.

Julie Juergens: Adjunct Professor, Management (2015).
B.A., University of California, Davis; A.M., Stanford University.

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.

Pallavi Kidambi: Adjunct Professor, English (2018).
B.A., St. John’s University; M.S., The City College of New York (CUNY).

Helene Kim: Adjunct Professor, Management (2018).
A.B., J.D., Harvard University.

Casey Leppanen: Adjunct Professor, Sports Management (2019).
B.S., University of Redlands; M.A., University of San Francisco.

Anne Linvill: Adjunct Professor and Information Literacy Librarian (2007).
B.A., Stanford University; M.A., University of Washington; M.L.I.S., San Jose State University.
Eric Malis: Adjunct Professor, Management (2020).

Arman Medina: Adjunct Professor, Management (2017).
B.S., M.A., University of San Francisco.

Donald Mendoza: Adjunct Professor, Mathematics (2014).
B.S., California State Polytechnic University, San Luis Obispo; M.S., Ph.D., University of California, Berkeley.

B.S., University of California, Santa Barbara; M.A., Ph.D., University of Colorado.

Kristina Mitchell: Adjunct Professor, Political Science (2020).
B.A., University of North Texas; M.A., Ph.D., University of Texas at Dallas.

Sharyn Moore: Adjunct Professor, Psychology (1999).
B.A., Menlo College; M.A., Notre Dame de Namur University; M.S., Pacific Graduate School of Psychology.

Nichole Normua: Adjunct Professor, English (2020).
B.A., University of California, San Diego; M.A., Ph.D., Stanford University;

Joseph O’Connell: Adjunct Professor, History (2014).
B.A., University of California, Irvine; M.A., Ph.D., University of California, Santa Cruz.

Mary Orr: Adjunct Professor, Management Information Systems (2017).
B.A., San Jose State University.

Manisha Perera: Adjunct Professor, Economic (2019).
B.S., M.S., Ph.D., Auburn University.

Jessica Perla-Collibee: Adjunct Professor, Spanish (2006).
B.A., University of California, Santa Barbara; M.A., Tufts University.

Ly-Huong Pham: Adjunct Professor, Management Information Systems (2013).
B.A., M.S., Boston University; M.B.A., Pepperdine University; Ph.D., Fielding Graduate University.

Lakiba Pittman: Adjunct Professor, Humanities (2012).
B.A., San Jose State University; M.A., University of San Francisco.

Janice Quackenbush: Adjunct Professor, Management (2010).
B.A., M.A. University of New York, Albany.

B.S., University of Texas; M.S., Ph.D., University of California, Los Angeles.

Jeff Rascov: Adjunct Professor, Management Information Systems (2011).
B.A., LaRoche College; M.F.A., Rochester Institute of Technology.

Laurie Seidler: Adjunct Professor, English (2018).
B.A., Yale University; M.F.A., California College of the Arts.

Mary Selph: Adjunct Professor, English (2017).
B.A., Hofstra University; M.F.A., Texas State University; Ph.D., Virginia Commonwealth University.

Sarahann Shapiro: Adjunct Professor, Law (2018).
B.A., University of California, Riverside; J.D., Santa Clara University School of Law.

Tricia Soto: Adjunct Librarian (2014).
B.A., University of California, Berkeley; M.I.L.I.S., San Jose State University.

Robert Thomas: Adjunct Professor, Law (2017).
B.A., University of California, Los Angeles; J.D., University of California, Hastings College of the Law.

Matina Tryforos: Adjunct Professor, English (2019).
B.A., University of California, Santa Cruz; M.A., San Francisco State University.

Rachel Turner: Adjunct Professor, English (2017).
B.A., University of California, Santa Barbara; M.A., King’s College, London.

Goolrukh Vakil: Adjunct Professor, Psychology, (2017).
B.S., University of Bombay; M.S., University of Michigan; M.A. New College of California; Ph.D., Sofia University.

Brad Washington: Adjunct Professor, Social Science (2019).
B.A., Hampden-Sydney College, Virginia; M.A., Ed.D., University of San Francisco.

Theodora Welch: Adjunct Professor, Management (2019).
B.A., McGill University, Montreal Quebec; M.B.A., Ph.D., John Molson School of Business, Montreal Quebec.

William Widmer: Adjunct Professor, Management (2017).
B.S., M.B.A., Texas Christian University.

Dylan Wisthoff: Adjunct Professor, History (2020).
ATHLETIC COACHES & STAFF


John Carrion: Head Baseball Coach (2017). B.A., University of California, Davis; M.S., California State University, East Bay.

David Crynes: Head Men's & Women's Cross Country/Track Coach (2018). B.A., M.S., Oklahoma State University; Ph.D., University of Kansas.


Mark Fowler: Assistant Athletic Director (2000). B.S., California State University, East Bay; M.A., San Jose State University.


Keith Spataro: Director of Athletics (2001). B.A., San Francisco State University; M.A., St. Mary's College.


Jonathan Surface: Assistant Athletic Director-Club, Intramurals and Recreation (2004). B.S., University of California, Davis; M.A., Concordia University.

DIRECTORS & STAFF

Amalia Abenojar
Senior Accountant

Alan Alvarez
International Recruiting and Events Coordinator

Anthony Arzadon
Financial Aid Counselor

Erik Bakke
Senior Director of Student Academic Support and Director of Intensive English Program

Abel S. Banuelos
Facilities Technician

Jessica Berger
Director of Annual Giving and Alumni Experience

Saybah Biawogi
Marketing Associate

Ashley Carter
Senior Enrollment Management Specialist

Monita Chandra
Payroll and Benefits Accountant

David Chavez
Senior Facilities Technician

Calvin Choi
Web Applications Administrator

Kelly Davis
Assistant Director of Career Services and Study Abroad

Dan Deaver
Maintenance Manager

Rick Edge
Manager of Security Services and Postal Office

Richard Ekong
Help Desk Specialist

Eliezer Farias
Facilities Technician

Navita Goel
Business Operations Analyst Salesforce Administrator

Ayanna Haysbert-Wright
Administrative Coordinator of Academic Affairs

Taylor Henkel
Assistant Director of Residential Life and Housing

Dylan Houle
Director of Internships, Career Services and Study Abroad
Minh Huynh  
Chief Information Officer

Jake Kelman  
Director of Mental Health Services

Kathleen Kosiec  
Information and Resource Services Librarian

Patty Lev  
Director of Academic Advising

Jamie Linton  
Admissions Counselor

Anne Linvill  
Information Literacy Librarian

Cindy McGrew  
Director, Academic Affairs Operations

Cheryl Mejia  
Academic Advisor and Learning Services Coordinator

Venkat “Jay” Naidu  
Director, Human Resources and Risk Management

Marianne Neuwirth  
Director of Oral Communication Programs

Celina Pagan  
Admissions Counselor

Mike Palmieri  
Academic Advisor and Disability Services Specialist

Mike Paneitz  
Student Account Manager

Nadine Pappas  
Student Accounts Service Administrator

Hao Phan  
Staff Accountant

Kristina Powers  
Director of Institutional Effectiveness

Cristine Rabago  
Registrar

Annika Steiber  
Director of Partnership & Innovations  
Distinguished Practitioner in Residence

Tess Rewick  
Associate Director of Enrollment & Marketing  
Designated School Official (DSO)

Jaagriti Sharma  
Marketing and Events Manager

Christopher Simpson  
Director of Financial Aid

Carmen Stockberger  
Director of Student Engagement

Tricia Soto  
Information Services Librarian

Kacy Takamoto  
Career Services and Study Abroad Coordinator

Robert Talbott  
Director, Facilities and Operations

Linda Teutschel  
Director of Operations

Phil Tran  
Infrastructure Engineer

Tiffany Tran  
Assistant Registrar

Jazmine Valencia  
Library Assistant

Lisa Ann Villarreal  
Associate Director of Student Academic Support

Rita Yon  
Director, Business and Financial Affairs

Ezquiel Zamora  
Facilities Technician

Board of Trustees

MEMBERS

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Micah Kane '91

VICE CHAIR  
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Thomas (Tom) Byers

Alma Clayton-Pedersen

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Howard (Howie) Dallmar '74

Chris Garrett '94

J. Michael (Mike) Gullard

Joe Hurd

David C. Irmer, Sr. '58

Helene Kim

Jordan Long '09

Larry Lopez '84

Roxane Marenberg

Zoanne Nelson

Fran Schulz

Shireen Udenka

Ben Wagner

TRUSTEE EMERITUS  
John Henry Felix '49

Julie Filizetti

Charles (Chop) J. Keenan III ’66

Thor Geir Ramleth ‘87

STAFF
CHANGES TO THIS CATALOG AND STUDENT RESPONSIBILITY

Menlo College reserves the right to modify, delete, or supplement the terms, provisions, and policies set forth or referred to in this Catalog. Such rights shall include, but not be limited to: modifications, additions and deletions regarding admissions procedures, tuition, fees, courses of instruction, programs of study, faculty listings, academic grading policies, and general rules and regulations.

Menlo College has established certain academic requirements that must be met before a degree is granted. This catalog summarizes the total requirements that a student must presently meet before academically qualifying for a degree from Menlo College. Advisors, program directors/coordinators, and deans are available to help the student understand and arrange to meet these requirements, but the student is ultimately responsible to ensure that all academic requirements are fulfilled.

Registration as a student at the College acknowledges notice and acceptance of the College’s reservation of rights set forth above.
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