

Graduate Bulletin / 2009–2011





President's Message

Dear Graduate Student,

I hope you will find the following 2009-2011 University of San Diego Graduate Bulletin a vital resource for accurate information about the university's mission and core values, academic programs, policies and procedures, and outstanding faculty.

Inside the Graduate Bulletin, you will find perspective on the academic activities and resources of the university including a summary of every graduate department, details about course offerings and degree requirements, and curriculum recommendations.

However, what cannot be found on these pages is the extraordinary spirit of community and intellectual curiosity that characterize the University of San Diego. Behind the list of courses and programs are professors committed to your academic and professional success. Although our faculty members are well regarded for their scholarly research and creativity, they are also highly respected for their teaching and commitment to community. Their genuine interest in your future success is the hallmark of the USD graduate degree.

Our entire campus community is glad that you have chosen USD for your graduate studies. I hope that your time with us will afford you many memorable experiences.

Sincerely,

A handwritten signature in black ink that reads "Mary E. Lyons". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mary E. Lyons, President



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Reservation of the Right to Modify

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings and financial charges as announced in this Bulletin or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This Graduate Bulletin was printed on May 1, 2009, and covers programs, policies, calendars, courses, course content and fees in effect as of September 1, 2009. For changes that have occurred since then, go to www.sandiego.edu/bulletins.

This bulletin is a publication of the Office of Academic Publications and the Office of the Provost.

COVER PHOTO BY NICK ABADILLA PHOTOGRAPHY

General Information



Communications

Mailing Address

University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492

Main Campus Telephone Number

(619) 260-4600

Web site

www.sandiego.edu

According to the nature of the inquiry, letters or calls to the university should be addressed as follows:

Vice President for Finance and Administration

All financial matters. (619) 260-5998

Associate Provost, International Center

Services for international students and scholars; information on international studies abroad programs. (619) 260-4598

Vice President for Student Affairs

Student affairs, student activities. (619) 260-4588

Vice President for University Relations

Contributions and bequests, information about university events, alumni/ae affairs. (619) 260-4770

General Counsel

All legal matters. (619) 260-7974

Dean, College of Arts and Sciences

General academic policy and programs and degree programs within the college. (619) 260-4545

Dean, Joan B. Kroc School of Peace Studies

General academic policy and programs and degree programs within the school. (619) 260-7919

Dean, School of Business Administration

General academic policy and programs and degree programs within the school. (619) 260-4886

Dean, School of Leadership and Education Sciences

Credential programs, general academic policy and programs, and degree programs within the school (619) 260-4540

Dean, Hahn School of Nursing and Health Science

Nursing programs, general academic policy and programs, and degree programs within the school. (619) 260-4550

Dean, School of Law

General academic policy and programs and degree programs within the school. (619) 260-4527

Director, Career Services

Career information; job and internship opportunities for students and alumni/ae. (619) 260-4654

Director, Continuing Education

Information pertaining to continuing education. (619) 260-4585

Director, Counseling Center

Information pertaining to counseling. (619) 260-4655

Director, Disability Services

Disability verification information, available support services, and accommodations. (619) 260-4655

Associate Director, Graduate Admissions

Admissions procedures, campus visits, bulletins, other relevant information. (619) 260-4524

Director, One Stop Student Center

Non-law student records and transcripts; scholarships, financial aid, grants, loans, and student account information. (619) 260-7529

Director, Paralegal Program

Information pertaining to the Paralegal Program (619) 260-4579

Director, Residential Life

Housing accommodations. (619) 260-4624

Associate Registrar, Summer and Intersession Office

Information pertaining to summer sessions and intersession (January). (619) 260-4800

Assistant Registrar, Graduate Records

Leaves of absence, withdrawals, graduation clearance, transfers of credit, change of program. (619) 260-2217

Director, Business Study Abroad Programs

Information pertaining to Study Abroad Programs in the School of Business Administration. (619) 260-4896

Coordinator, Student Employment

Information regarding student employment. (619) 260-4801

Academic Calendar

Fall 2009

Friday, August 14

Final registration and fee payment deadline

Saturday, August 15

Late registration fee begins (\$150)

Wednesday, September 2

Classes begin

Monday, September 7

Labor Day holiday (no classes; offices closed)

Thursday, September 10

Mass of the Holy Spirit

Monday, September 14

Last day to enroll in classes and to drop a class without a 'W'

Tuesday, September 15

Deadline 100 percent tuition refund

Tuesday, September 22

Deadline 90 percent tuition refund

Tuesday, September 29

Deadline 80 percent tuition refund

Thursday, October 1

Financial aid application for intersession available

Tuesday, October 6

Deadline 70 percent tuition refund

Monday, October 12 – Friday, October 23

Online class reservation for intersession

Friday, October 16

Last day to petition for May graduation

Tuesday, October 20

Deadline 60 percent tuition refund

Friday, October 23

Fall holiday (no classes)

Tuesday, October 27

Deadline 50 percent tuition refund

Walk-in registration begins for intersession

Monday, November 2

Class reservation begins for spring semester

Priority deadline for intersession financial aid applications

Tuesday, November 10

Last day to withdraw from classes with 'W'

Tuesday, November 10

Deadline for removal of incompletes from spring semester and summer sessions

Friday, November 20

Final fee payment deadline for intersession online registration

Wednesday, November 25 – Friday, November 27

Thanksgiving holiday (no classes; offices closed Thursday and Friday)

Wednesday, November 25

Deadline for completion of dissertation defense for fall and intersession graduation (Ph.D., Ed.D.)

Monday, December 14

Last day of classes

Last day to petition for August graduation

Completed dissertations and all fees and forms due in Office of the Registrar for fall and intersession graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in the Office of the Registrar for fall graduation

Wednesday, December 16 – Tuesday, December 22

Final examinations

Intersession 2010 – Optional

Monday, January 4

Classes start

Monday, January 18

Martin Luther King, Jr. Holiday

Friday, January 22

Classes end

Spring 2010

Friday, January 15

Final registration and fee payment deadline

Saturday, January 16

Late registration fee begins (\$150)

Monday, January 25

Classes Begin

Thursday, January 28

All Faith Service

Monday, February 1

Financial aid applications for summer session available

Wednesday, February 3

Last day to enroll in classes and to drop a class without a 'W'

Friday, February 5

Deadline 100 percent tuition refund

Friday, February 12

Deadline 90 percent tuition refund

Friday, February 19

Deadline 80 percent tuition refund

Friday, February 26

Deadline 70 percent tuition refund

Monday, March 8 – Friday, March 12

Spring Break

Monday, March 15 – Friday, March 26

Online class reservation for summer sessions

Wednesday, March 17

Priority deadline for summer financial aid applications

Friday, March 19

Deadline 60 percent tuition refund

Friday, March 26

Deadline 50 percent tuition refund

Tuesday, March 30

Walk-in registration begins for summer sessions

Thursday, April 1

Priority deadline for fall/spring financial aid applications

Thursday, April 1 – Monday, April 5

Easter Break

Tuesday, April 6

Class reservations begin for fall semester

Last day to withdraw from classes with a 'W'

Deadline for removal of incompletes from fall semester and intersession

Friday, April 23

Final fee payment deadline for summer sessions online registration

Tuesday, April 27

Deadline for completion of dissertation defense for spring graduation (Ph.D., Ed.D.)

Tuesday, May 11

Last day of classes

Last day to petition for January graduation

Completed dissertations and all fees and forms due in Office

of the Registrar for spring graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in Office of the Registrar for Spring graduation

Friday, May 14 – Thursday, May 20

Final Examinations

Saturday, May 22 – Sunday, May 23

Commencements

Summer 2010 – Optional**Tuesday, June 1**

First day of summer session

Friday, July 23

Deadline for completion of dissertation defense for summer graduation (Ph.D., Ed.D.)

Monday, August 9

Completed dissertations and all fees and forms due in Office of the Registrar for summer graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in Office of the Registrar for summer graduation

Friday, August 20

Last day of summer session

Fall 2010**Friday, August 13**

Final registration and fee payment deadline

Saturday, August 14

Late registration fee begins (\$150)

Wednesday, September 1

Classes begin

Monday, September 6

Labor Day holiday (no classes; offices closed)

Thursday, September 9

Mass of the Holy Spirit

Monday, September 13

Last day to enroll in classes and to drop a class without a 'W'

Tuesday, September 14

Deadline 100 percent tuition refund

Tuesday, September 21

Deadline 90 percent tuition refund

Tuesday, September 28

Deadline 80 percent tuition refund

Friday, October 1

Financial aid application for intersession available

Tuesday, October 5

Deadline 70 percent tuition refund

Monday, October 11 – Friday, October 22

Online class reservation for intersession

Friday, October 15

Last day to petition for May graduation

Fall holiday (no classes)

Tuesday, October 19

Deadline 60 percent tuition refund

Tuesday, October 26

Deadline 50 percent tuition refund

Walk-in registration begins for intersession

Monday, November 1

Class reservation begins for spring semester

Priority deadline for intersession financial aid applications

Tuesday, November 9

Last day to withdraw from classes with W

Deadline for removal of incompletes from spring semester and summer sessions

Friday, November 19

Final fee payment deadline for intersession online registration

Wednesday, November 24 – Friday, November 26

Thanksgiving holiday (no classes; offices closed Thursday and Friday)

Wednesday, November 24

Deadline for completion of dissertation defense for fall and intersession graduation (Ph.D., Ed.D.)

Monday, December 13

Last day of classes

Last day to petition for August graduation

Completed dissertations and all fees and forms due in Office of the Registrar for fall and intersession graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in Office of the Registrar for fall graduation

Wednesday, December 15 – Tuesday, December 21

Final examinations

Intersession 2011 – Optional

Monday, January 3

Classes start

Monday, January 17

Martin Luther King, Jr. Holiday

Friday, January 21

Classes end

Spring 2011

Friday, January 14

Final Registration and fee payment deadline

Saturday, January 15

Late registration fee begins (\$150)

Monday, January 24

Classes Begin

Thursday, January 27

All Faith Service

Tuesday, February 1

Financial aid applications for summer sessions available

Wednesday, February 2

Last day to enroll in classes and to drop a class without a 'W'

Friday, February 4

Deadline 100 percent tuition refund

Friday, February 11

Deadline 90 percent tuition refund

Friday, February 18

Deadline 80 percent tuition refund

Friday, February 25

Deadline 70 percent tuition refund

Monday, February 28 – Friday, March 11

Online class reservation for summer sessions

Friday, March 11

Deadline 60 percent tuition refund

Monday, March 14 – Friday, March 18

Spring Break

Thursday, March 17

Priority deadline for summer financial aid applications

Monday, March 21

Walk-in registration begins for summer sessions

Friday, March 25

Deadline 50 percent tuition refund

Friday, April 1

Priority deadline for fall/spring financial aid applications

Last day to withdraw from classes with a 'W'

Deadline for removal of incompletes from fall semester and intersession

Monday, April 4

Class reservations begin for fall

Friday, April 8

Final fee payment deadline for summer sessions online registration

Thursday, April 21 – Monday, April 25

Easter Break

Tuesday, April 26

Deadline for completion of dissertation defense for spring graduation (Ph.D., Ed.D.)

Tuesday, May 10

Last day of classes

Last day to petition for January graduation

Completed dissertations and all fees and forms due in Office of the Registrar for spring graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in Office of the Registrar for spring graduation

Friday, May 13 – Thursday, May 19

Final Examinations

Saturday, May 21 – Sunday, May 22

Commencements

Summer Session – Optional

Tuesday, May 31

First day of summer session

Friday, July 22

Deadline for completion of dissertation defense for summer graduation (Ph.D., Ed.D.)

Tuesday, August 7

Completed dissertations and all fees and forms due in Office of the Registrar for summer graduation (Ph.D., Ed.D.)

Two bound copies of completed master's thesis due in Office of the Registrar for summer graduation

Friday, August 19

Last day of summer session

The University of San Diego



History

The University of San Diego traces its origins to 15th-century Spain. Its patron saint, San Diego de Alcalá, was born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was an infirmarian at the Franciscan Monastery at Alcalá de Henares near Madrid where he died in 1463. The University of Alcalá, founded by Cardinal Cisneros in 1499, opened for teaching in 1508. Its Spanish Renaissance architecture and general setting inspired the design of the University of San Diego.

The Catholic university which, like our city, is named for San Diego de Alcalá, was founded in 1949 by Most Reverend Charles Francis Buddy, D.D., who was also the founding bishop of the Diocese of San Diego. In establishing the university, he invited the Society of the Sacred Heart, under the leadership of Reverend Mother Rosalie Hill, R.S.C.J., to found the San Diego College for Women. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800. It was brought to America by St. Philippine Duchesne in 1818. Today it has schools and colleges in Europe, Asia, Africa, Australia and the two Americas. The San Diego College for Women began classes in February 1952.

The College for Men and the School of Law, the first professional division of the university, both began classes in 1954. Originally sponsored by the Diocese of San Diego, USD became the 12th diocesan institution of higher education in the United States. It soon became clear that distinct educational advantages would accrue to students if the curricula of these institutions were shared. In July 1972, the two colleges and the School of Law merged, forming a single, co-educational Catholic university. The governance of the university was transferred from the diocese to an independent Board of Trustees. The University of San Diego is now organized into six divisions: the College of Arts and Sciences; the School of Business Administration; the School of Law; the School of Leadership and Education Sciences; the Joan B. Kroc School of Peace Studies; and the Hahn School of Nursing and Health Science.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a doctoral and research university. This reclassification recognizes the strides the university had made in graduate studies and research. In addition, USD became the center of national attention on Oct. 16, 1996, when it hosted the United States Presidential Debate.

The men and women who share the life of the University of San Diego as students and contribute to its growth are a

multi-talented group who have many options in their life's choices. They have chosen USD for various reasons: most of them would like to acquire the power to think clearly and independently; to form sound and discriminating judgments; to satisfy a developing intellectual curiosity; and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic university, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths ensures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes that facilitate personal attention and instructor accessibility – such are the elements creating the educational environment of the University of San Diego.

Mission Statement

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

Core Values

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values listed below support the mission.

Academic Excellence

The university pursues academic excellence in its teaching, learning, and research to serve the local, national, and international communities. The university possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Knowledge

The university advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities

for the physical, spiritual, emotional, social, and cultural development of students. The university provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

Community

The university is committed to creating a welcoming, inclusive, and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The university values students, faculty, and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety, and respect in a community characterized by a rich diversity of people and ideas.

Ethical Conduct

The university provides a values-based education that informs the development of ethical judgment and behavior. The university seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

Compassionate Service

The university embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice. The university regards peace as inseparable from justice and advances education, scholarship, and service to fashion a more humane world.

The Campus

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid, Spain, founded by the Greeks. The Moslems renamed the town Al Kala, “the castle,” and it later became the site of San Ildefonso university. Like its namesake, the University of San Diego is on a prominent hilltop where it attains landmark status in the city. The University of San Diego campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San Diego Bay and the surrounding mountains. The campus is in America’s seventh largest urban area, ideally close to the business, research, cultural, residential and recreational centers of California’s birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park’s buildings include: The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library;

the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. and Marjorie A. Hughes Administration Center; the Ernest and Jean Hahn University Center; the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace & Justice; The Donald P. Shiley Center for Science and Technology; Mother Rosalie Hill Hall; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; Manchester Village; the Manchester Family Child Development Center; the Jenny Craig Pavilion; and the University Student Sports Center. Located near the west end of campus are the Avila, Barcelona, Coronado and Durango buildings.

Here in Southern California, students find a truly fascinating variety of leisure-time activities, including visits to the city’s outstanding zoo, the museums, the old Spanish mission, the theater, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

A Nonprofit Corporation

The University of San Diego is a California Nonprofit Corporation. Subject to any limitations contained in the general nonprofit corporation law of the State of California, the powers of the University of San Diego corporation are exercised, its property controlled, and its affairs conducted by a Board of Trustees.

Official Recognition and Accreditation

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001), and is approved for veterans. The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society (1155 Sixteenth St., N.W., Washington, D.C. 20036; (202) 872-6066). The undergraduate and graduate programs of the School of Business Administration are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500). The

dual B.S./B.A. degree programs in Electrical Engineering, Industrial and Systems Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700). The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) (112 South Alfred St., Alexandria, VA 22314; (703) 838-9808). The Professional Education Unit (PEU) at the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; (202) 466-7496). This accreditation covers Learning and Teaching, School Counseling, Special Education, and School Leadership programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The university is authorized by the California Commission on Teacher Credentialing (CCTC) (1900 Capitol Ave., Sacramento, CA 95814; (916) 445-7254) to recommend candidates for the Multiple BCLAD emphasis teaching credentials, Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Administrative Services credential, and the Pupil Personnel Service credentials. The Special Education program in the School of Leadership and Education Sciences is nationally recognized by The Council for Exceptional Children (CEC) (1110 North Glebe Rd., Suite 300, Arlington, VA 22201; (703) 620-3660). The accelerated RN-MSN, all MSN, and the DNP programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington D.C. 20036-1120; (202) 887-6791 and approved by the California Board of Nursing. The School of Law is accredited by the American Bar Association (750 N. Lake Shore Dr., Chicago, IL 60611) and is a member of The Order of the Coif and the Association of American Law Schools.

Memberships

The University of San Diego holds membership in the following:

AACSB International – The Association to Advance Collegiate Schools of Business
 Accreditation Board for Engineering & Technology, Inc.
 American Assembly of Collegiate Schools of Business
 American Association for Paralegal Education
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Hispanics in Higher Education, Inc.
 American Association of University Women (AAUW)
 American Bar Association
 American Camping Association
 American College Personnel Association (ACPA)
 American Council of Learned Societies
 American Council on Education (ACE)
 American Football Coaches Association
 American Industrial Hygiene Association
 American Institute of Architects
 American Payroll Association
 American Society of Comparative Law
 American Society for Engineering Education
 American Society of Safety Engineers
 American Society Training and Development
 American Volleyball Coaches Association
 ASIA Network
 Association for Financial Professionals
 Association for the Advancement of Sustainability in Higher Education
 Association of American Colleges and Universities
 Association of American Law Schools
 Association of Borderlands Studies
 Association of Catholic Colleges and Universities (ACCU)
 Association of College and University Housing Officers – International
 Association of College Unions International
 Association of Collegiate Conference and Events Directors
 Association of Governing Boards of Universities and Colleges
 Association of Graduate Schools in Catholic Colleges and Universities
 Association of Higher Education Facilities Officers (Physical Plant Administrators)
 Association of Independent California Colleges and Universities (AICCU)
 Association of International Education Administrators

Association of NROTC Colleges and Universities
 Association of Student Affairs at Catholic Colleges
 and Universities
 Association of the U.S. Army
 Balboa Art Conversion Center
 Better Business Bureau
 Binational Association of Schools of Communication
 (BINACOM)
 BIOCOM
 California Association of College Stores
 California Association of Colleges of Nursing
 California Campus Compact
 California Chamber of Commerce
 California Restaurant Association
 Collegiate Rowing Coaches Association
 California Teachers of English to Speakers of Other
 Languages (CATESOL)
 Campus Computer Resellers Alliance
 Catholic Campus Ministry Association (CCMA)
 Center for Academic Integrity
 College and University Professional Association (CUPA)
 College Board (College Entrance Examination Board
 and Scholarship Service)
 Collegiate Athletic Business Management Association
 Collegium
 Commission on Accreditation for Marriage and Family
 Therapy Education
 Commission on Collegiate Nursing Education
 CONNECT
 Consejo Latinoamericana de Escuela de Administracion
 Consorcio para la Colaboración en la Educación Superior en
 América del Norte
 Consortium for North American Higher Education
 Collaboration (CONAHEC)
 Council for Advancement and Support of Education (CASE)
 Council for Higher Education Accreditation (WASC)
 Council for Opportunity in Education
 Council of Graduate Schools
 Council on Undergraduate Research
 Educause
 Family Firm Institute (FFI)
 Greater San Diego Employers Association
 Hispanic Association of Colleges and Universities (HACU)
 Hispanic Summer Program
 Independent College Bookstore Association
 Independent Colleges of Southern California (ICSC)
 Info Ed International
 Intercollegiate Tennis Association
 International Association of Assembly Managers
 International Association of University Presidents
 International Leadership Association
 International Special Events Society San Diego Chapter
 (ISES San Diego)
 Japan Society of San Diego
 Leadership Alliance
 Lern
 Meeting Planners International San Diego Chapter (SDMPI)
 Mountain Pacific Association of Colleges and Employers
 NAFSA: Association of International Educators
 National Alliance of Business
 National Association for Campus Activities (NACA)
 National Association for Law Placement
 National Association for President's Assistants
 in Higher Education
 National Association of Athletic Development Directors
 National Association of Basketball Coaches
 National Association for Campus Activities (NACA)
 National Association of Campus Card Users
 National Association of College Admission Counselors
 National Association of College and University Business
 Officers (NACUBO)
 National Association of College and University Food Service
 National Association of College and University Mail
 Services
 National Association of College Stores
 National Association of Colleges and Employers
 National Association of Collegiate Concessionaires
 National Association of Collegiate Directors of Athletics
 National Association of Collegiate Marketing Administrators
 National Association of Convenience Stores
 National Association of Educational Buyers
 National Association of Foreign Student Affairs (NAFSA)
 National Association of Independent Colleges
 and Universities (NAICU)
 National Association of Student Financial Aid
 Administrators
 National Association of Student Personnel
 Administrators (NASPA)
 National Association of Women in Higher Education
 National Athletic Training Association
 National Collegiate Athletic Association
 National Collegiate Honors Council
 National Communication Association
 National Council for Accreditation of Teacher Education
 National Council for Research on Women
 National Fastpitch Coaches Association
 National Fire Protection Association
 National Intramural-Recreation Sports Association
 National Letter of Intent Program
 National Safety Council
 National Soccer Coaches Association of America
 National Strength and Conditioning Association

North American Association of Summer Sessions
 Order of the Coif
 Otay Mesa Chamber of Commerce
 Pacific Association of Collegiate Registrars and
 Admissions Officers
 Phi Beta Kappa Society
 Pacific Coast Softball Conference
 Phi Delta Kappa
 Pioneer Football League
 Professional and Organizational Development Network
 in Higher Education
 Rotary Club of San Diego
 San Diego Hispanic Chamber of Commerce
 San Diego Regional Chamber of Commerce
 San Diego Regional Economic Development Corporation
 San Diego World Affairs Council
 Society for College and University Planning
 Society of Human Resource Management
 South California Higher Education Recruitment Consortium
 Southern California Consortium on International Studies
 Teachers of English to Speakers of Other Languages
 (TESOL)
 Tuition Exchange
 University Risk Management and Insurance Association
 Urban League
 West Coast Conference
 Western Association of College and University
 Business Officers
 Western Association of College and University
 Housing Officers
 Western Association of Graduate Schools
 Western Association of Summer Session Administrators
 Western College Association and Western Association
 of Schools and Colleges (WASC)
 Western Athletic Conference
 Western Economic Association International
 Western Institute of Nursing
 Western Intercollegiate Rowing Association
 Women's Basketball Coaches Association

Policies

Equal Opportunity

The University of San Diego is dedicated to advancing academic excellence and creating a diverse and inclusive community. As an institution with a Catholic identity, the university is committed to creating and maintaining a work and educational environment that recognizes the dignity of each university community member.

The university is an equal opportunity educational institution. All student-related programs and services, including but not limited to admissions, financial aid, academic programs, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law. Reasonable accommodations will be made for qualified individuals with disabilities in all such programs and services, unless the accommodation would create an undue hardship for the university.

Similarly, the university is an equal opportunity employer. All employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, gender identity, sex, sexual orientation, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position. Reasonable accommodations will be made for qualified individuals with disabilities, unless the accommodation would create an undue hardship for the university.

The university may take affirmative steps in a manner consistent with applicable law to advance its mission and to promote equal opportunities for its students, faculty, staff and applicants. The university does not by this equal opportunity statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Student inquiries regarding the university's equal opportunity policy should be directed to the Vice President for Student Affairs (619) 260-4590. Employee inquiries regarding the university's equal opportunity policy should be directed to the Associate Vice President for Human Resources (619) 260-4594.

Policy Prohibiting Discrimination and Harassment

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

Definitions

Discrimination

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, gender identity, sex, sexual orientation, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; and any unwelcome, intentional touching of the intimate areas of another person's body.

Complaint Procedure

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university requests that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any witnesses, and copies of any documents that support or relate to the complaint. Although the university requests the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy.

Complaints should be made to any of the following people who are the university's designated officers for handling the complaints and implementing the university's policy against unlawful discrimination and harassment:

1. Complaints Against Administrators or Staff:
Associate Vice President for Human Resources
Maher Hall, Room 101
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4594

2. Complaints Against Students:
 Vice President for Student Affairs
 Hahn University Center, Room 232
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4590

 Dean of Students
 Hahn University Center, Room 232
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4590
3. Complaints Against Faculty:
 Vice President for Academic Affairs and Provost
 Hughes Administration Center, Room 328
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4553

 Dean, College of Arts and Sciences
 Founders Hall, Room 114
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4545

 Dean, School of Business Administration
 Olin Hall, Room 341
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4886

 Dean, School of Leadership and Education Sciences
 Mother Rosalie Hill Hall, Room 205
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4540

 Dean, School of Law
 Warren Hall, Room 200
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4527

 Dean, School of Nursing and Health Science
 Hahn School of Nursing
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4550

 Dean, School of Peace Studies
 KIPJ 123
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-7919

If for any reason the person making the complaint does not feel comfortable directly reporting the incident to the appropriate individual identified above, the complaint may be reported through alternative channels. In the case of a complaint by a university employee, the complaint may be made to the employee's supervisor, manager, the Human Resources department, a dean, a vice president, or the president. If the complaint involves the employee's supervisor, the employee is not required to report the complaint to the supervisor. In the case of a complaint by a student, the complaint may be made to a dean, the vice president and provost, or the president.

A supervisor or manager who receives a complaint of unlawful discrimination or harassment, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, shall promptly inform the appropriate university's designated officer, as set forth above.

Investigation and Corrective Action

The university will investigate every reported complaint of unlawful discrimination or harassment. The investigation will be conducted in a thorough, prompt and professional manner.

If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, the corrective action will be imposed in a manner consistent with the university's Student Code or other applicable procedures. If the individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university, and as appropriate under the circumstances, will be initiated.

If termination of a faculty member is contemplated, the applicable rules governing dismissal for serious cause will be followed.

The employee or student who raised the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of the unlawful discrimination or harassment will be advised of the results of the investigation.

Retaliation Prohibited

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation.

process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university.

The university encourages any individual who believes he or she has been subject to unlawful retaliation, or observes or is otherwise aware of an incident of unlawful retaliation in violation of this policy, to report the incident promptly pursuant to the complaint procedure identified above. The investigation and corrective action procedures set forth above will similarly apply in the case of a complaint of unlawful retaliation in violation of this policy.

Right to Appeal

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. Similarly, a complainant may appeal a decision that no unlawful discrimination, harassment or retaliation occurred. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred, and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the investigation. The appeal should describe with specificity why the finding of unlawful discrimination, harassment, retaliation or corrective action imposed was not reasonably based upon the evidence and information made available to the investigator and/or the university official who made the decision regarding the corrective action.

The president or vice president who is deciding the appeal may receive or consider additional information if he or she believes such information would aid in the review of the appeal. This right to appeal shall not entitle the appellant to a new or second investigation. The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the finding of unlawful discrimination, harassment or retaliation was not reasonably based upon the evidence and information available to the investigator, or that the corrective action imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final. During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

Hate Crimes

Hate crimes are acts of physical force, threats, or intimidation that are willfully or knowingly committed because of the victim's actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Hate crimes are expressed in several ways, sometimes physical violence and sometimes violence against property. Violence against property includes for example: breaking windows of religious institutions, spray painting walls with offensive words and symbols, defacing or burning property. Hate-based behavior includes for example: anonymous phone calls, threatening letters, interruptions of religious services or multicultural events. (California State Penal Code Section 422.6)

A "bias-motivated incident" is an act, such as disseminating racist flyers or defacing a student organization flyer, which does not violate the State Penal Code but originates in hatred for someone's actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

The university will not tolerate hate crimes or bias-motivated incidents and will respond to them with appropriate sanctions which may include expulsion, suspension, or exclusion from the campus.

Students who experience or witness any form of hate crime on campus should immediately report the incident to the Department of Public Safety which will notify the Vice President for Student Affairs and initiate an investigation.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (FERPA, or the "Buckley Amendment") protects the privacy of all enrolled students and former students, and it requires that students be notified annually of their rights under the law.

FERPA applies to education records, which are records that are directly related to a student and maintained by USD or a party acting on its behalf. There are two types of education records: directory information and non-directory information.

Directory information consists of the student's name, USD e-mail address, student's photograph, major field of study, dates of attendance, participation in officially recognized activities and sports, and degrees, honors, and awards received. USD will disclose directory information to third parties unless the student has submitted a Request to Restrict Directory Information to the appropriate registrar's office. Doing so restricts the release of all directory information.

All other education records are non-directory information. USD will not disclose non-directory information to a third party unless: 1) the student has provided written consent for the disclosure; or 2) the disclosure falls into one of the exceptions from the requirement for prior written consent under FERPA.

Parents and legal guardians do not have the right to view a student's education records. The university may release such records with the written consent of the student or if the student is the parent's or legal guardian's dependent as defined in the Internal Revenue Code. Parents or guardians who wish to obtain access to a dependent student's education records may file a Request for Release of Education Records form with the appropriate registrar's office. This form must be filed annually. Students may grant their parents (or others) permission to access their education records by filing an Authorization to Release Education Records form with the appropriate registrar's office. This form remains in effect until rescinded by the student in writing.

The university provides students the right to inspect and review their educational records within 45 days of written request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate school official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office,

U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Please refer to the USD FERPA Web site for additional information, www.sandiego.edu/registrar/ferpa.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 states, "No otherwise qualified person with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A "person with a disability" includes "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities.

The Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities – persons who are blind, deaf, or use a wheelchair – the definition also includes people with what are sometimes called invisible disabilities. These include psychological/psychiatric concerns, learning disabilities, ADHD, and some chronic health impairments such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

Effective January 1, 2009, the Americans with Disabilities Act Amendment Act (ADAAA) expanded the scope of the original ADA and 504 and increased the number of people eligible for services. The University of San Diego is in full compliance with disability law and is committed to assisting students with disabilities.

Grade Grievance Procedures

Grade grievance procedures vary depending upon the school or college in which a course is taught. Students who wish to question a final grade given by a course instructor should contact the appropriate dean's office to learn about the procedure used in the academic unit.

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this bulletin and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

Student Conduct

Students attending the University of San Diego are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/discipline. The purpose of the code is to maintain a safe environment for the campus community, support the academic goals of the university and to foster the personal development of students. Included in the code are the rules of conduct, disciplinary process and sanctions, university policies and procedures, and the academic integrity policy. Parking regulations are available at parking services.

Information Resources and Facilities

Copley Library

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 500,000 books and bound periodicals and includes subscriptions to 2,500 journals as well as collections of reference works, government documents, pamphlets, newspapers in many languages, and rare books. It also houses the university's media software collection, including video and audio tapes, DVDs and CDs.

Nine library faculty and additional professional and support staff and student workers make the collections available to the university community. A library computer system, SALLY, offers access to all of the library's book, journal, and media collections, as well as the collections of the Legal Research Center.

Copley Library is open 117 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

The libraries at USD are members of The San Diego Circuit library consortium, which maintains a database linking four university libraries and the San Diego County Library. Through this consortium USD students and faculty can easily access library materials from other campuses. A delivery system enables timely movement of materials from one campus to another.

In addition to its own collection and The San Diego Circuit, Copley Library has Internet connections with academic and large public libraries throughout the world and with major bibliographic and information databases, and makes this information available through the Web both inside the library and also to the dorms, offices, and homes of USD students and faculty.

Computers, photocopy machines, microform reader/printers, and media hardware are available for student use. Study spaces are available for over 600 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses more than 536,000 volumes and volume equivalents of legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo-American, foreign, and international law. Special concentrations include taxation, European Union, jurisprudence, Supreme Court history, human rights, and Mexican law. A full array of electronic resources is accessible through the online catalog. The library is a federal and state government depository. The Legal Research Center is a partner in The San Diego Circuit library consortium, which provides access to the research collections of other San Diego libraries.

The law library is normally open 112 hours a week, and reference librarians are normally available 70 hours a week. The collection is maintained to support the study and research of students and faculty of the School of Law and is available to any member of the USD community needing to conduct legal research.

Instructional Media Services

Instructional Media Services (IMS) is comprised of media production, a digital graphic design and multimedia lab, repair and installation services, and media equipment checkout. The department is located on the ground floor of Maher Hall, Room 186. Hours of operation are Monday through Friday from 8 a.m. to 5 p.m. Please call (619) 260-4567 for information.

We provide a wide range of resources including equipment lending, digital graphic services, audio/video/multimedia production, media duplication, video/multimedia workstations, technical assistance, classroom support, video teleconferencing and consultation/installation services.

IMS can provide support for graphics design, video production, digitizing, and other related services for your Web-based activities in consultation with Academic Technology Services.

Academic Technology Services

Academic Technology Services (ATS – www.sandiego.edu/ats) is a division of Information Technology Services (ITS) with a broad range of responsibilities providing support and services to faculty, staff and students across the university campus. ATS works closely with other divisions of ITS to bring you a stable and reliable service in support of teaching, learning and research.

Within ATS are five distinct units designed to provide specific support and services to our community. Desktop Support Services offers 24/7 Help Desk assistance for hardware and supported software questions and computing issues; (619) 260-7900, help@sandiego.edu. Computing Labs, (619) 260-2765, across campus offer Windows and Macintosh computers for both student and instructional needs. The Instructional Design and Training team is dedicated to supporting faculty with the adoption and implementation of technology in teaching and learning, USD's online course management system, emerging technologies, podcasting services, and training workshops, (619) 260-7400, iteam@sandiego.edu. Instructional Media Services (IMS), (619) 260-4567, IMS@sandiego.edu, provides a full range of classroom media, video and graphics support, and the circulation desk has a wide variety of equipment that can be checked out. IMS also supports video teleconferencing facilities that are now available across campus. The Web services team, (619) 260-7600, websupport@sandiego.edu, assists with the development of the USD Web site and offers courses toward learning how to maintain and enhance both personal and departmental Web sites. To learn more about the technology and resources available, visit our Web site at www.sandiego.edu/ats.

The University of San Diego Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni. "Engaging alumni on behalf of our students" is the vision statement of the Alumni Association and is realized through a focus on the interaction of alumni and current students. Student involvement in Alumni Association events and programs exposes students to alumni for networking, professional development, mentoring and tradition sharing. In addition, students learn about the important role of alumni in the growth and advancement of their alma mater. The Alumni Association also strives to financially support students through a comprehensive scholarship program (USD Alumni Endowed Scholarship Fund) and annual gifts to support the Universities' top priorities (Alcala Alumni Fund).

Governed by a volunteer Board of Directors, the USD Alumni Association represents the interests of 50,000+ alumni in all 50 states and around the world and manages the strategic direction of the Association. Some of the programs supported by the Alumni Association include homecoming and reunions, student scholarships, student

and alumni networking events and Alumni Honors. Alumni special interest groups include School of Business Administration Alumni Council, School of Leadership and Education Sciences Alumni Council, Law Alumni, Real Estate Alumni and Alumnae of the Sacred Heart. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to www.sandiego.edu/alumni/alumnirelations/.

Bookstore

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, you will find a selection of general books, art and office supplies, cards and gift items, sustainable product, USD clothing, class rings, logo merchandise, backpacks, and magazines. The bookstore also carries computer hardware, software, and computer supplies, and offers services such as ink refill, faxes and mail orders. All major credit cards are accepted.

Regular Semester Hours:

Monday through Thursday	9 a.m. to 8 p.m.
Friday	9 a.m. to 4 p.m.
Saturday	11 a.m. to 4 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

The USD Bookstore Express Store carries a wide variety of snack items and other sundries.

Regular Semester Hours:

Monday through Thursday	7:45 a.m. to 8 p.m.
Friday	7:45 a.m. to 4 p.m.
Saturday	9 a.m. to 4 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.) To confirm hours, or if you have any questions, please call (619) 260-4551 or go to www.usdbookstore.com.

Campus Card Services

The Campus Card Services Office (CCSO) is responsible for the administration of the CampusCash pre-paid services plan, the sale of commuter meal plans, distribution of university identification cards, administration of the ONITY door lock system, and the Student Telephone system, including distribution of "Personal Billing Numbers" (PBN).

USD departments utilizing the services of the CCSO include:

- All Dining Services facilities
- Academic Computing
- Athletic Center

- Bookstore
- Cardiff Coffee
- Career Services
- Copley Library
- Residential Life (Door Access)
- Jenny Craig Pavilion
- Mail Center
- Outdoor Adventure
- School of Business Administration (Door Access)
- Student Health Center
- Ticket Booth

Additional off-campus vendors include:

- Domino's Pizza (off-campus)
- Optometric Express
- Ryan's Café
- Olive Cafe

Additional services and departments will continue to be added in the future.

VISA, MasterCard, American Express, Discover, and CampusCash are accepted for your convenience.

The CCSO is located in the University Center, Room 127, downstairs in the lower northwest corner. The office is open Monday through Friday. For hours of operation go to www.sandiego.edu/campuscard. Call (619) 260-5999 or e-mail campuscard@sandiego.edu.

Career Services

Career Services promotes the professional development of graduate students and alumni. Emphasizing a personal approach to career planning, the staff offers responsive advising on issues such as résumé writing, interviewing and career decision-making.

Career Services collaborates with alumni, faculty and student organizations to support career events throughout campus. The office also coordinates employer presentations, on-campus interviewing, a resource library, and a career planning Web site with job and internship listings.

Located in Room 110 of the Hughes Administration Center, the main Career Services office is open Monday through Friday from 8:30 a.m. to 5 p.m. with extended hours on Wednesday until 6 p.m. For more information, go to www.sandiego.edu/careers, e-mail careers@sandiego.edu, or call the office at (619) 260-4654.

Additional career resources and services for MBA students, including advising, workshops, and a speaker series, are managed through the MBA Programs Office in KIPJ

221A. Call (619) 260-5910 or go to www.sandiego.edu/mbacareers.

Dining Services

USD's award-winning Dining Services is committed to enhancing our guest's experience through outstanding food and services, culinary excellence, customer feedback and campus social responsibility. Our dining locations provide much more than sustenance – we provide a place where students gather to study, socialize and interact. We believe that “breaking bread together” is a unique aspect of dining on campus that fosters community and enriches one's USD experience.

Dining Services, a self-operated auxiliary, also includes: banquets and catering (the university's exclusive caterer), campus vending and athletic concessions.

For additional information on meal plans, job opportunities, contact information and more, go to www.sandiego.edu/dining.

Graduate Student Associations

The graduate student associations are funded by graduate student fees to enhance the intellectual and social life of graduate students. The organizations include: the Graduate Student Association in the College of Arts and Sciences; the Graduate Business Student Association; the Graduate Student Association in the School of Leadership and Education Sciences; and the Graduate Nursing Students' Association. There is also a Graduate Student Council with a representative from each of the schools and the college. Each organization elects its own slate of officers to represent it before the university administration and each association functions as a service organization. Although not every association provides the same services, many hold social functions throughout the year, provide scholarship assistance, award fellowships, and assist students with job placement.

Residential Life

Campus housing is offered for graduate and law students in two areas: the Presidio Terrace Apartments, 43 one-bedroom apartments located on Linda Vista Road; and Manchester Village Apartments, located on the east end of campus where tram service is available. Manchester Village apartments have either two single bedrooms with private bathrooms, shared living and dining areas and kitchens, or a four bedroom, two bath (where two of the four bedrooms may be used as office/study rooms), shared living and dining areas and kitchens. Each bedroom is individually

wired for phone and Internet access. Manchester Village includes study rooms, a laundry room, and two levels of underground parking. All campus apartments are fully furnished.

The residents will sign academic year contracts that offer special extended contract occupancy periods of August 31 through May 30 with continuous occupancy (including Christmas break, intersession, and spring break). The 2009-2010 room-only fees will be \$6,090 per semester for a single unit at Presidio Terrace Apartments or \$5,355 for a single bedroom in the Manchester Village Apartments. Summer housing and early August move-ins can be arranged by contacting the Department of Residential Life.

These room fees include utilities, Internet access, and cable television, which would cost more than \$150 per month off campus. Telephone installation plus voice mail and campus call usage is also included in the room fee. These apartments are furnished with a matching living room sofa and chair, dining table and chairs, desk, chest of drawers, refrigerator, microwave and stove. The bedrooms have full-sized beds or two twin-beds that can be joined together.

Interested graduate and law students who will be enrolled full-time in the fall of 2009 can request campus housing for the fall by making a nonrefundable \$250 room reservation prepayment at the Cashier's Office, located in the Hughes Administration Center, and then contacting the Department of Residential Life in the Mission Crossroads Building to request the Housing and Dining Services Contract packet. Applications will be accepted on a “first-come, first-served” basis and a waiting list will be kept when all apartments have been reserved for the fall.

The Department of Residential Life Web site provides a link to assist graduate students of the University of San Diego to locate off-campus housing accommodations. Visit www.sandiego.edu/residentiallife for more information. For graduate students looking for housing, the Off-Campus link is very useful. This page links up with the San Diego Union Tribune, Apartments for Rent, On-line Rental Guide and Apartment Guide.

University of San Diego International Center

The University of San Diego is committed to actively promoting awareness, appreciation, and respect for the complexity of cultural, political, environmental, and social issues worldwide while creating a campus environment that builds theoretical and practical skills needed to interact effectively in today's global society. To that end, the USD International Center houses both the Office of International

Studies Abroad and the Office of International Students and Scholars, which collaborate with various units across campus to help internationalize the USD campus.

Office of International Studies Abroad

USD students in good standing may apply for a variety of international study abroad programs affiliated with the university. Each of the individual schools and colleges offer graduate level study abroad opportunities. For more information about these opportunities, please see page 32. To contact the Office of International Studies Abroad, please call (619) 260-4598 or go to www.sandiego.edu/international.

Office of International Students and Scholars

The Office of International Students and Scholars is responsible for all immigration matters that affect international students and exchange visitors attending USD on non-immigrant visas. It serves as the liaison between USD, the Department of Homeland Security, the Bureau of Citizenship and Immigration Services, and the Department of State. It also monitors USD and its international students' and exchange visitors' compliance with federal and state immigration laws and regulations, and the academic progress of all international students on F-1 and J-1 visas.

The Office of International Students and Scholars is in close contact with foreign governments, embassies, and international organizations. The office provides immigration advising for international students, exchange visitors, and all departments at USD that engage in research and academic exchanges with institutions outside the United States.

The Office of International Students and Scholars is also responsible for the welfare of all its international students and scholars. The office acts as a resource and support to international students and scholars in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations, and requirements of the U.S. academic system and the opportunity for the entire campus community to interact in order to promote and encourage globalization. The Office of International Students and Scholars provides a myriad of educational, informational, and social programs that include but are not limited to:

- International Student/Scholar Orientation
- Health care issues in the U.S. and health insurance enrollment

- Career planning and employment issues in the U.S. as a non-immigrant
- Opportunities for Community Service
- International Coffee Hours
- International Dinners
- International Movies
- Holidays Celebrations

The Office of International Students and Scholars is housed in the International Center located in Serra Hall, Room 315; (619) 260-4598; go to www.sandiego.edu/oiss

Mail Center

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino, and Founders Halls, Mission Crossroads, and the Alcalá Vista Apartments. Mailboxes for Manchester Village residents are in Building II, just past the lobby. When available, non-resident students may rent mailboxes at a cost of \$20 per semester.

Loma Hall service window hours are 8 a.m. to 4:30 p.m., Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. The Mail Center is not a licensed U.S. Post Office.

One Stop Student Center

The USD One Stop Student Center (OSSC) provides specially trained counselors to help students manage all business transactions dealing with financial aid, student accounts, and registration in one location. The One Stop team eliminates the need for students to travel between offices by serving students in one location. The office is open Monday, Tuesday, Thursday, and Friday from 9 a.m. to 5 p.m. and Wednesday from 9 a.m. to 6 p.m. Other hours are available by appointment. The OSSC is located in room 126 of the Hahn University Center. Additionally, the OSSC maintains the One Stop Services tab on the MySanDiego portal which is designed to accommodate routine business transactions on the Web 24 hours a day from any personal computer, at any location. Web transactions are conducted via your MySanDiego account which can be accessed from either the One Stop web page, or the USD home page.

Examples of services available:

- Register for classes
- View/print schedule
- Request and pay for transcripts
- Make payments
- Check your financial aid

- Check grades
- Review degree audit
- Campus card transactions
- plus much more.

The One Stop team is committed to providing state-of-the-art services for USD students. For general information, including office hours and location, go to www.sandiego.edu/onestop.

University Copy and Graphics

USD's full-service copy shop is located behind Maher Hall — right around the corner from Aromas coffeehouse. Output services include printing from digital files, B/W and full color photocopying on a wide variety of paper stock. Graphic services include design and layout. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating, and shrink wrapping. Notary services available by appointment. Online stationary and business cards can be ordered at www.sandiego.edu/printshop.

The University Copy and Graphics is open Monday through Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. to 5:00 p.m.; phone: (619) 260-4890; fax: (619) 260-2316; usdprintshop@gmail.com; www.sandiego.edu/printshop/

Campus Recreation

The Recreation Center offers members of the university community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. Facilities include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts, fitness/dance and locker rooms. Other on-campus facilities include the Jenny Craig Pavilion Fitness Center, Mission Café Fitness Center, Manchester multi-use field, and softball and soccer/multi-use fields by the Mission dorms. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community.

Students may also participate in the many recreation classes offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, volleyball, tennis, and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a Swim Training Program and Fit and Active. Fit and Active is a flexible program which

enables participants to take an unlimited number of fitness classes per week on an exclusive drop-in schedule for one low fee. Campus Recreation is not just a place for fitness but also an outlet for stress. We offer massages that relieve stress, sore muscles and nervous tension and are available right here on campus! Or you can indulge and get your very own personal trainer who will not only shape your body, but your mind and spirit. For additional information, contact the Recreational Sports Office at (619) 260-4533.

Intramural Sports

With a full schedule of men's, women's, co-recreation teams, and individual sports activities, the intramural program offers every student, faculty, and staff member the opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, floor hockey, bowling, tennis, soccer, golf, running events, volleyball, dodge ball, table tennis, and innertube water polo. Additionally each semester, two intramural leagues are offered specifically for graduate students.

Student Wellness

The University of San Diego places great importance on providing students with the support services necessary to help them maximize their educational experience, and to challenge them to develop knowledge, values, and skills to enrich their lives. The wellness units, Center for Health and Wellness Promotion, Counseling Center, Disability Services, and the Student Health Center, seek to support student academic success and personal development by providing a comprehensive and integrated range of wellness services.

If you or someone you care about is in need of assistance, or could benefit from our services, go to www.sandiego.edu/wellness/ for more information on how to access services, or call us to discuss your concerns. All of the wellness services are confidential and available to enrolled students free of charge.

Center for Health and Wellness Promotion (CHWP)

Hahn University Center, Room 221; (619) 260-4618
www.sandiego.edu/chwp

The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, research initiatives and individualized interventions. CHWP empowers students to make healthy choices and create a university climate conducive to the overall success and well-being of the individual student and campus community.

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g., smoking cessation, problematic drinking, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers, and enhance one's ability to make healthy choices. CHWP also provides services for students seeking to address substance abuse or dependence.

A variety of student leadership opportunities are available through CHWP. Peer education groups serve the USD community by sponsoring education and outreach activities to promote healthy choices. Peer education efforts are focused on raising awareness of wellness issues affecting today's college student. Peer outreach programs address sexual assault and the risks associated with problematic drinking, substance abuse and other related health behaviors and concerns.

CHWP provides students access to Web-based assessment tools which provide personalized information to students about risks associated with their individual health and wellness behaviors.

CHWP sponsors College Cab, a safe ride program which is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (i.e., being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations go to www.sandiego.edu/chwp.

CHWP Hours and Staffing: To schedule an individual appointment, workshop, or training, or for additional information about our programs and services, please call (619) 260-4618 or stop by our office in Hahn University Center, Room 221.

Counseling Center

Serra Hall, Room 300; (619) 260-4655
www.sandiego.edu/usdcc/

During their time at the university, students navigate significant personal developments which can be intellectually, socially, and emotionally taxing. Consistent with the university's mission of holistic education, the University of San Diego Counseling Center (USDCC) engages in a broad range of services designed to support the personal and academic development of students. Professional psychologists, psychologists-in-training, and a consulting psychiatrist employ brief treatment modalities to address students' emotional and psychological needs as students work to realize their academic potential.

Counseling Services: Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns, and relationship issues are common. Currently enrolled students may receive an assessment with recommendations for appropriate treatment and services. Depending on student needs and counselor availability, recommendations may include services provided by USDCC, services provided by other professionals on campus, or services provided by psychiatrists, drug/alcohol abuse specialists, psychologists, nutritionists, or other professionals in the community. USDCC services are offered at no cost to students, and may include individual or group counseling and psychiatric consultations.

Prevention and Education: The USDCC also stresses the importance of preventive educational interventions. In coordination with the Center for Health and Wellness Promotion, USDCC staff provides interactive presentations, workshops, and other forms of educational outreach to students, parents, staff, and faculty. These programs help maintain a campus climate that supports the optimal functioning of the diverse student population.

Psychological Consultation: Counselors are available to students, parents, staff, and faculty for consultation on mental health issues. These consultations can address any number of concerns, but often serve to help members of the campus community determine whether and how to make a referral to the USDCC.

Academic Consultation: Academic consultation is available to all students desiring to improve their academic performance. Counselors provide a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (coordinated through Disability Services), and personal counseling. Help with test-taking strategies, time management, stress management, and other coping skills are available as well. Students on academic probation are particularly encouraged to use these services.

Hours and Staffing: The Counseling Center is located in Serra Hall, Room 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.; Wednesdays until 6 p.m. Walk-in hours are from 11 a.m. to 3 p.m., Mondays through Fridays; extended until 5 p.m. on Wednesdays. The Counseling Center can be reached at (619) 260-4655. For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

Disability Services

Serra Hall, Room 300; (619) 260-4655
www.sandiego.edu/disability

Disability Services at USD provides specialized resources and services to enrolled students with documented disabilities. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g., housing, parking, public safety) to provide assistance.

To receive support from Disability Services, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described on our web page.

Once the disability has been verified by Disability Services, each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented with consideration of the student's present needs, supporting documentation and the core requirements of each class. It is the goal of Disability Services to promote maximum student independence.

Our office also offers consultation to students with temporary disabilities (e.g., physical injuries such as broken limbs, etc.) and to students who have health-related dietary restrictions.

Students who intend to request services are encouraged to contact our office (619) 260-4655 as soon as possible to discuss documentation and any other issues.

Student Health Center (SHC)

Camino Hall, Room 161; (619) 260-4595
www.sandiego.edu/healthcenter

Scope of Services: The Student Health Center is designed to provide out-patient care for registered students. High-quality treatment for acute illness, injuries, and existing medical problems is available. The SHC doctors, nurse practitioners and physician assistants are trained in: general preventive medicine, family medicine, and pediatrics/adolescent medicine. Office visits are available without charge. Severe illnesses and injuries are beyond the scope of the Student Health Center. The university is not responsible for the provision or cost of medical care rendered off campus.

Medications, Laboratory, and X-ray Services: SHC providers are able to write prescriptions for medicines that can be filled at outside pharmacies, or students can purchase a wide range of generic prescription and over-the-counter medications (such as antibiotics, allergy medicines, acne medications, etc.) at the SHC for low cost. Students who

choose to purchase medications from the SHC should be prepared to pay at time of service with Campus Cash, checks, credit cards (MasterCard or Visa) or cash. Health insurance cards are not accepted. Most diagnostic laboratory tests are also available at the SHC for a minimal fee, but payments for such services follows the same guidelines as for medications. There are no X-ray facilities on campus, but students can be sent to nearby facilities for needed studies. Students are encouraged to use their insurance benefits (when possible) to pay for these off-campus tests.

Preventive Care: The SHC also offers preventive care, such as well-woman visits, physicals, and immunizations. Referrals can be made to the on-campus health educator to work one-on-one with students who request assistance in developing health eating and physical activity habits and quitting smoking.

The SHC staff monitors all incoming freshmen, transfer and residential students' immunization forms to insure USD immunization requirements are met and blocks class registration for non-compliance. The Health Center can perform testing to determine immunity for the diseases for the required immunizations if a student has no records, or can administer vaccines, for a fee, for any missing immunization.

Hours and Staffing: The SHC hours are: 8:30 a.m. to 4:30 p.m., Monday, Tuesday, Thursday and Friday; 8:30 a.m. to 6:30 p.m. Wednesday (closed 11 a.m.– 1:30 p.m.). The Health Center is staffed with medical assistants, registered nurses, nurse practitioners, physician assistants, and physicians. For urgent medical questions that occur when the Health Center is closed, an on-call provider may be paged by contacting the Department of Public Safety at (619) 260-2222.

Emergency first aid is available through the Department of Public Safety, (619) 260-2222, 24 hours a day, seven days a week.

Student Health Insurance

Insurance information and USD's student health insurance can be obtained through the Wellness Area at www.sandiego.edu/wellness.

Health insurance is mandatory for all international students. For more information on how to enroll in USD's health care plan to meet the needs of international students contact the Office of International Students and Scholars, Serra Hall, Room 315, or (619) 260-4598.

Hahn University Center

The Ernest and Jean Hahn University Center offers meeting areas, spaces for cultural events, and several indoor and outdoor dining spaces. In addition to the Main Student and Faculty Dining Rooms, the Deli, and Marketplace on the main level, students will find Torero Grille on the lower level, which is open late into the evening.

The center houses the offices for student government, student publications, undergraduate student organizations, as well as the Office of Student Affairs and University Ministry. A 400-seat multi-purpose room (The Forum) allows presentations of films, speakers, cultural programs, popular entertainment programs, and exhibits. The University Center also includes lounge space, commuter student lockers, a computer help desk, outdoor recreation program and a ticket booth which features tickets to on-campus events and local venues.

University Center Hours:

Monday through Friday	7 a.m. to 11 p.m.
Saturday	9 a.m. to 10 p.m.
Sunday	9 a.m. to 11 p.m.

Student Life Pavilion

The 50,000 square foot Student Life Pavilion offers informal space day and night for social growth, for many types of campus activities for dining, concerts, meetings, interaction with faculty, and casual space to use wireless networks and work on team projects. For more information, go to www.sandiego.edu/studentlifepavilion/.

University Ministry

The University Ministry Center strives to nourish, support, and animate the faith development of all USD graduate and law students. Through diverse partnerships across campus, University Ministry works to foster an intellectual environment in which USD students' academic development and career preparation are amplified through complementary spiritual growth.

Persons of all religious traditions and those still searching for their religious identity are invited to take part in University Ministry's liturgies, programs, activities, and services. In addition to a vibrant Roman Catholic sacramental life, University Ministry offers local service opportunities, retreats, small faith-sharing communities, pastoral counseling and companionship, a theology on tap program, scripture study, and all-faith services.

All of these programs are opportunities for graduate and law students to deepen their faith, to integrate spirituality

with their educational and career aspirations, to provide service to the university and local communities, to grow in their commitment to justice and the advancement of the common good, and to develop lifelong friendships with fellow graduate students.

Those interested in learning more about the Catholic Church or preparing for the Sacraments of Initiation (Baptism, Eucharist, and Confirmation) may take part in programs presented from mid-September through May. Likewise, University Ministry staff members are available to assist in preparation for marriage in Founders Chapel, The Immaculata, or in another Catholic church.

The USD community gathers in prayer each Sunday evening for Eucharistic liturgies in Founders Chapel at both 7 and 9 p.m. During these vibrant celebrations the campus community is renewed and refreshed for the on-going work of finding God in the midst of study, work, and play.

For more information on our Center, go to us in the Hahn University Center building, Room 238; call (619) 260-4735; or go to www.sandiego.edu/administration/missionministry/

Centers and Institutes

School of Business Administration Centers and Institutes

For centers and institutes within the School of Business Administration, please see page 75. These include:

- John Ahlers Center for International Business
- Burnham-Moores Center for Real Estate
- Accountancy Institute
- Supply Chain Management Institute

Center for Educational Excellence

The Center for Educational Excellence (CEE) was established to help faculty in all phases of their pedagogical development from the time they first arrive at the University of San Diego through their Emeriti years. It is a campus-wide center that offers programming and consultation to faculty on learning, teaching and assessment. CEE facilitates collaboration among curricular programs and student services, and partners with a variety of campus resources, such as the Center for Community Service-Learning, the International Center, and Academic Technology Services. CEE is committed to assisting faculty in promoting the institution's core values of academic

excellence, knowledge, community, ethical conduct, and service. Faculty can choose from a complete schedule of programs, events, and workshops sponsored by the CEE annually. CEE is staffed by the director, the assistant director, support staff, and the Faculty Advisory Committee of academic and administrative representatives. For current information on programs and events and for online registration, go to www.sandiego.edu/cee or call (619) 260-7402.

English Language Academy

The USD Division of Continuing Education has designed an English Language Academy (ELA). The program offers an intensive English language proficiency and cross-cultural program.

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program offers academic preparation, instruction in beginning, intermediate, and advanced language proficiency levels, and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component.

Students will be tested and placed in courses appropriate to their skill level, needs, and goals.

For more information, contact the English Language Academy at (619) 260-8887.

Center for the Study of Latino/Latina Catholicism

The Roman Catholic Church in the United States is rapidly changing its demographic makeup, and the same may be said of the Episcopalian and other churches which locate themselves within the overall western Catholic tradition. Nearly one half of all U.S. Roman Catholics are Latinos/as, and their proportional representation will only continue to increase within the Church. Similar transformations are also occurring in other Christian (western Catholic) churches. This demographic reality (and its profound social, pastoral, and theological consequences) strongly suggests that further research into Latino/a Catholicism, broadly understood, is an urgent and necessary task.

Catholic universities, precisely because of their Catholic character, are important as loci for the interdisciplinary, rigorous study of religion beyond the merely descriptive. Indeed, theological reflection on social scientific findings is an especially important and appropriate contribution of the Catholic university.

The University of San Diego, the only Roman Catholic university on the American side of the U.S.-Mexico border, is uniquely qualified to engage in and promote the necessary research into U.S. Latino/a religious reality. USD is one of the few institutions of higher education in the country with significant library holdings on Latino/a and Latin American religion. Among its faculty, USD counts scholars with recognized reputations in the field of Latino/a religious studies and theology. It thus seemed very important that USD promote — in a systematic, ecumenical, multi-perspectival, intercultural, and critical manner — a sustained theological reflection on Latino/a Catholicism and its impact on the overall U.S. Church. In order to accomplish this in a way congruent with the nature of a university, USD established the center for the Study of Latino/a Catholicism.

In order to guarantee the desired ecumenical perspective, the center came to define “Catholicism” as the “overall western Catholic tradition,” thereby broadening the number and scope of the U.S. Latino/a Christian churches it studies. And in order to guarantee the equally desired interdisciplinary and multi-perspectival approach to Latino/a Catholicism, thus understood, the center incorporates in its projects the participation and contributions of social scientists, historians, philosophers, economists and other scholars with expertise in the study of multiple contexts of Latino/a Catholicism.

The center has more recently committed itself to incorporating explicitly intercultural perspectives, and consequently it has deepened its continuing dialogue with black, Asian-American, and European-American scholars, as well as with academics throughout Latin America, Europe, Africa and Asia. Furthermore, from its very beginning the center recognized the evident presence and invaluable contributions of Latina women, and insisted on incorporating the methodological perspectives common to the best Latina feminist scholarship.

In order to carry out its mission, the center promotes and organizes national and international symposia and research projects, publications, public conferences, etc., which contribute to the theological study and interpretation of Latino/a Catholicism in the United States. The center also assists scholars with independent research and/or sabbatical projects, and it has begun collaborative programs with similar centers in Mexico, Puerto Rico, the Dominican Republic, Cuba, Brazil and Europe.

The center seeks, through USD’s Office of Sponsored Programs, research and symposia grants.

USD Center for Christian Spirituality

The USD Center for Christian Spirituality (CCS), the successor to the Institute for Christian Ministries, began in the Fall of 2001. While Christian spirituality is the tradition in which the center is rooted, all people who want their lives to be consonant with their deepest values and meaning are welcome and respected. The diversity of our beliefs and cultures is itself a gift.

The goal of the center is to address and foster spirituality in four areas:

- personal enrichment
- professional life
- academic life
- social justice

The goals are realized through academic courses, programs designed for professional constituencies including business, law, health care and spiritual direction, workshops for personal enrichment, and collaboration with groups addressing social justice concerns. The center emphasizes dialogue as an essential way to discover and share the transcendent values of life in order that they may be placed at the service of community.

The center is housed in the College of Arts and Sciences in the Department of Theology and Religious Studies. Student participation is welcome. Visit Maher Hall, Room 280, call (619) 260-4784, or go to www.sandiego.edu/ccs.

Joan B. Kroc Institute for Peace & Justice

Dedicated to fostering peace, cultivating justice and creating a safer world, the Joan B. Kroc Institute for Peace & Justice (IPJ) at the University of San Diego's Joan B. Kroc School of Peace Studies was founded in 1998 with a \$25 million gift from philanthropist Joan B. Kroc. The institute began programming in 2000. The IPJ is in Special Consultation Status with the Economic and Social Council of the United Nations and an active member of the Alliance for Peacebuilding.

The fundamental philosophy of the IPJ is that sustainable peace is possible only through the observance of human rights, the inclusion of civil society, and training on collaborative peacebuilding techniques to political parties, civil society, the military and professionals in their field.

The IPJ offers capacity-building activities to enable people to resolve their own differences and, when invited by parties in conflict, serves as an impartial third party to facilitate or mediate discussions and negotiations.

From the San Diego region to Southeast Asia, Latin America, and East and West Africa, the IPJ has helped citizens, media, women, youth and local leaders better understand peace and justice issues. They in turn teach others, creating a network of skilled, motivated peacebuilders in the local and international arenas.

Through ongoing research and practice at the intersection of human rights and conflict resolution, the IPJ shapes practical approaches to conflict management, balancing the need for accountability and justice with the basic goal of human security. As the late Joan B. Kroc said at the dedication of the IPJ in 2001, "This is a place not just to talk about peace, but to make peace."

Institute Programs

- International Peacebuilding Projects support civil society and diplomatic efforts for sustainable peace. These projects, including a nine-year project in Nepal, aim to increase the capacity of civil society and political parties to negotiate and develop democratic policies.
- Women PeaceMakers Program, funded by the Fred J. Hansen Foundation, recognizes and connects women peacemakers from conflict zones, bringing them to the IPJ to document, share and build upon their unique peacemaking stories.
- WorldLink Program provides high school students with their own powerful annual forum and motivates them to act for peace and justice in their daily lives through a year-round program of internships, research programs, public events and journalism opportunities.
- Joan B. Kroc Distinguished Lecture Series hosts high-level policy makers who are exploring new ways to prevent conflict and protect human rights. Endowed by the late Joan B. Kroc, the lectures influence and inform policy makers, faculty, students and the general public, and are available through the IPJ Web site.
- IPJ Internship Program provides future leaders in the peace and justice field with experience in the NGO world. Graduate and undergraduate students from around the world learn about and report on global conflicts and human rights as they work with program officers.
- Community Outreach provides the university and San Diego communities with speakers, films, drama and art that foster an understanding of peace and justice issues.

For more information, call (619) 260-7509; fax (619) 260-7570; e-mail ipj@sandiego.edu; or go to <http://peace.sandiego.edu>.

Master's Degree in Peace and Justice Studies

The graduate program in Peace and Justice Studies is now offered through the School of Peace Studies, which was endowed by Mrs. Kroc with a \$40 million gift in 2004 and inaugurated in 2007. The goal of the master's program is to produce graduates who will be capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving regional and international conflict. The 12-month course of study focuses on conflict resolution, international relations, ethics and human rights with courses in religious studies, philosophy, international relations and history.

The program of study is intensive. The dozen or so students accepted each year receive partial scholarships from USD. The students go through the program as a cohort, developing relationships that form a global network of peace-builders.

Students in the program have come from Africa, Asia, Europe and the Americas. Alumni have gone on to work around the world in humanitarian assistance, human rights advocacy, democracy building, politics and development, while some have continued their graduate studies in law, international relations and other disciplines. For more information, contact Lee Ann Otto, Ph.D. at lotto@sandiego.edu or (619) 260-4635.

USD also offers an undergraduate Minor in Peace and Justice Studies, to creatively promote conflict resolution, non-violence, and cross cultural harmony by introducing students to an integrated, multi-disciplinary program. For more information, contact Kathryn Statler, Ph.D. at kstatler@sandiego.edu or (619) 260-4652.

Manchester Family Child Development Center

The primary goal of the Manchester Family Child Development Center is to offer a safe and enriching environment in which children can share, grow, and learn. It offers a rich, stimulating setting that is warm and supportive of each child's individual learning pace.

Affiliated with USD's School of Leadership and Education Sciences, the center serves as a practicum and research site for members of the university community. The center accepts all children between the ages of 2-1/2 and 5 years, with the availability of both full- and part-time enrollment options. Each class of 12-14 mixed-age children is staffed by two qualified teachers.

The Center operates from 7:15 a.m. to 5:45 p.m., Monday through Friday, 48 weeks per year. Volunteers are welcome and encouraged to inquire. For additional information, including current tuition rates, please contact the center at (619) 260-4620.

Trans-Border Institute

The mission of the Trans-Border Institute (TBI), founded in 1994, is:

- To help the United States-Mexico border community in ways consistent with the nature and mission of the university;
- To position the University of San Diego in the United States-Mexico border community;
- To serve as a vehicle for communication, dialogue, exchange, and collaboration in order to break down the barriers between peoples, with special attention to the United States-Mexico border region.

In order to accomplish these goals, the Trans-Border Institute provides the students and faculty of the university, as well as the people of the United States-Mexico border community within which the university is located, information, contacts, and opportunities for study, research, internships, academic exchange, partnerships, and service learning.

The Trans-Border Institute is organized to encourage participation of students, faculty, staff and the binational community. OTBI welcomes those who would like to be involved in developing the Institute as it helps develop USD's growing involvement with its surrounding communities on both sides of the border.

TBI's resources include event programming, a grant program for both student and faculty research on border-related issues, a Web site (go to www.sandiego.edu/tbi), a newsletter, and various research outputs. TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other border studies institutes in Europe and Latin America.

Values Institute

The principal aim of the Values Institute is to provide a place where people can come together for the thoughtful discussion of difficult moral issues. We seek to provide such a place for members of our own immediate university community, for members of our own local San Diego community, and for the larger national and international

communities of students and scholars through courses, lectures, seminars, workshops, and conferences, both on campus and on the Web.

The Values Institute (<http://ethics.sandiego.edu/values>), located in the USD Department of Philosophy, builds on a long history of support for the development of ethics-related initiatives at the University of San Diego. The university received a major grant from the National Endowment for the Humanities to promote the development of team-taught interdisciplinary values courses.

The Values Institute is also the home of USD's nationally recognized Ethics across the Curriculum (EAC) program (<http://ethics.sandiego.edu/eac>). The EAC program seeks to provide support for the development of ethics-related components in all aspects of the curriculum. It does this through sponsoring a two-day curriculum development workshop and public lecture by a visiting scholar, on-campus lectures on matters of moral concern, the acquisition of ethics-related instructional materials, and support for faculty attendance at ethics-related conferences.

The Values Institute, through its support of ethics updates and ethics videos seeks to make resources in ethics available to students, faculty, and the interested public through the Web. It receives approximately two million visits annually.

Summer and Intersession

Intersession

The University of San Diego follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Intersession of three weeks. Although students are not required to attend intersession, many students are able to move more quickly through their program or to lighten their load in the regular semester by taking a course during January. One 3- or 4-unit course is the maximum allowed during intersession; USD will not accept units taken concurrently at another college or university. A maximum of 4 units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

The intersession class schedule may be found by searching class schedules under the Academic Resources tab at MySanDiego, or go to www.sandiego.edu/sio. See the Intersession Bulletin for a detailed listing of enrollment information, fee payment options and deadlines.

Summer Sessions

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, 4 units in a 3-week session) for a total of 13 units over the 12-week period. These limits apply to any combination of courses taken concurrently at USD and another institution.

August graduates who wish to participate in the May commencement ceremony should register for their summer classes at USD by May 1, pay their tuition and fees, and provide written confirmation of their enrollment to the Registrar's Office. Students using the on-line registration system must pay by the deadline printed in the Summer Sessions Bulletin. Students registering after the on-line period must pay in full at the time of registration at the One Stop Student Center.

The Summer class schedule may be found by searching class schedules under the Academic Resources tab at MySanDiego or go to www.sandiego.edu/sio. See the Summer Bulletin for a detailed listing of enrollment information, fee payment options and deadlines.

Study Abroad Opportunities

Guadalajara Program

USD offers a six-week program in Guadalajara, Mexico, each summer. The curriculum typically includes courses from all levels of Spanish language, composition and literature, as well as courses in art, ethnic studies, art history, business, communication studies, education, history, international relations, music, photography, political science, and theology and religious studies. A limited number of graduate courses are also offered. Housing with Mexican families can be arranged for graduate students and their families to enhance the student living-learning experience. Hotel rooms and apartments also are available. The program includes cultural excursions to museums, historical sites, and neighboring cities. Tuition rates are considerably lower than on campus. For more information contact the Guadalajara Summer Program Office at (619) 260-7561 or e-mail guadalajara@sandiego.edu. Applications and general information can be downloaded at www.sandiego.edu/guadalajara.

School of Business Administration

Ahlers Center for International Business

The Ahlers Center for International Business sponsors short-term graduate business study abroad options in Europe, Latin America, Africa and Asia. These opportunities are open to graduate business students from around the world, providing a truly international experience. USD law students and graduate students in international relations or education may be eligible to participate. Each location offers a choice of graduate courses, giving participants the opportunity to study topics particularly relevant to their individual career goals. The graduate business courses are taught in English by internationally recognized faculty in partnership with local universities.

During the summer, the time spent abroad is two weeks. Students can earn up to 6 units of credit. All the courses are five weeks, beginning with a three-week distance learning component followed by two weeks on-site at the foreign location. Distance learning activities include independent assignments, team projects with other classmates, threaded discussion groups and real-time, chat-room sessions. The distance learning portion of the courses utilizes WebCT, one of the leading web-based teaching tools that applies innovative technologies to facilitate course design and enrich students' learning experiences. On-site activities include classroom instruction, company visits, expert guest speakers, and social or cultural events.

During intersession the Ahlers Center coordinates international consulting projects abroad which give students the opportunity to work in a company and gain hands-on international business experience. These study abroad opportunities expose students, by immersion, to international business practice and sensitize them to cultural differences that influence effective international interaction. Interested students should contact the Ahlers Center for International Business at (619) 260-4896, e-mail ksingleton@sandiego.edu, or go to www.sandiego.edu/ahlers.

School of Law Institute on International and Comparative Law

The School of Law offers international law courses in Barcelona, Florence, London, Oxford, Dublin, Paris and Russia. Each course is conducted in English, generally by a full-time law professor with guest lectures by local officials, faculty, and lawyers.

Students receive intensive training and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions, and international history through tours and simulated legal proceedings. Students attend the Institute from all over the world.

Graduate students in international relations or international business may be accepted into this program. Contact the program coordinator at (619) 260-7460, fax (619) 260-2230, or go to www.sandiego.edu/lawabroad.

School Of Leadership and Education Sciences

Global Center

The School of Leadership and Education Sciences' (SOLES) Global Center offers four global education programs: Global Exchange, Global Internship, Global Student Teaching and Global Study. These programs are open to all SOLES students and non-SOLES students upon faculty and advisor permission. The most popular program is our short-term Global Study, where students accompany faculty overseas on one to two week studies in fulfillment of both required and elective courses. Currently programs travel to Brazil, Guatemala, Lithuania, Mexico, Spain and throughout Asia, with a South Africa program in development. Global Exchange is an individual experience in which a student spends one semester or year of study in an overseas institution. We currently have partnerships with universities in Australia and Spain, or students may design their own programs with other institutions. Through Global Internship, students have the opportunity to spend one to four months completing a practical experience abroad; currently our most popular program is Camp Adventure Youth Services, although we have other partners around the world. Global Student Teaching provides an opportunity for students to complete student teaching at an international school. Through our various education alliances, students can teach in numerous locations throughout the world. Recently our student teachers have taught in Australia, Germany, Spain, Italy, Mexico, Cameroon, Trinidad and Tobago and New Zealand. For more information about global education opportunities in the School of Leadership and Education Sciences, please contact the Global Center at (619) 260-7443, e-mail globalcenter@sandiego.edu, or go to www.sandiego.edu/soles/globalcenter.

Admission

Applicants for admission to the University of San Diego graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution. Applicants for admission to the doctoral programs must also hold a master's degree. Selection for admission to the USD graduate school is competitive and is based on evidence that the applicant will be able to pursue successfully a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying. The applicant's undergraduate training should reflect breadth as well as appropriate preparation for advanced study in the field selected.

Applicants should thoroughly check the departmental sections of this bulletin for special requirements such as special application deadlines, minimum GPA, standardized tests, required prerequisite courses or credentials, and other requirements specific to the program.

The university does not admit applicants on provisional status to graduate programs. A department may recommend that an individual take additional courses or examinations prior to further consideration for admission, or it may require additional courses beyond program requirements as a condition for granting the degree.

Procedure

Application for admission must be made directly to:

Office of Graduate Admissions
University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492
(619) 260-4524

Application Priority Filing Dates for Admission

Unless otherwise indicated in the program sections of this bulletin, the application priority filing dates shown at the bottom of this page will be in effect (applicants for financial aid must meet the deadlines established by the Office of Financial Aid). In most cases, applications are reviewed by departments as the application files are completed (see program sections for the following exceptions: M.S.N. and Ph.D. in Nursing; Ph.D. M.A., M.Ed. in Leadership Studies; M.Ed., MAT in Learning and Teaching; M.Ed. in Special Education; M.A. in Marital and Family Therapy; M.A. in Counseling; School of Leadership and Education Sciences Credential programs; M.F.A. in Dramatic Arts; M.S. in Marine Science).

Applications that are received by the priority filing date will be given careful consideration, but please note that a program might be filled before the final filing date. Applicants are expected to ensure that all supporting credentials are received in the Office of Graduate Admissions by the final filing date. Applications will not be accepted after the final filing date indicated below.

Materials to be Submitted by Applicants for Degrees, Credentials, or Certificates

Applicants must make sure that all of the following materials are sent to the Office of Graduate Admissions in order for their applications to be reviewed.

1. The Application for Admission.
2. The stipulated Application Fee made payable to the University of San Diego. This is a nonrefundable fee and

Admission Filing Dates

Term of Matriculation	Admission Priority Filing Date	Admission Final Filing Date	USD Financial Aid Deadline*
Fall	May 1	Aug. 22	April 1
Intersession	May 1	Aug. 22	April 1
Spring	Nov. 15	Dec. 15	—
Summer	Nov. 15	Jan. 15	April 1
	March 15	May 15	—

(Always refer to program descriptions in case earlier deadlines apply.)

*Students applying for USD Financial Aid must submit applications for both admission and financial aid by April 1 for consideration for the fall and/or spring semesters. In addition, they must have all application documents on file and be accepted to the program no later than August 1.

is subject to change. International students must pay in currency of the United States using an International Postal Money Order or a bank draft on a United States bank.

3. An official transcript documenting each course taken beyond the high school level (whether or not within a degree program) and all degrees awarded. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Applicants from outside the United States must give evidence of eligibility for university entrance by furnishing official records covering all university work. English translations must accompany the records if the original is not written in English.
4. Three letters of recommendation (preferably on special forms provided with the application materials) from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate program and who can provide information regarding the applicant's potential for success as a graduate student.
5. Current résumé (required for Business, Nursing and School of Leadership and Education Sciences; recommended for others).
6. Standardized admission test scores when required by department (see program sections and Admission Tests below).

Admission Tests

Some departments require applicants to submit the results of one of the standardized tests (see Additional Requirements for Admission in the program sections). Registration forms, fee schedules, priority deadlines, and additional information for these tests are available from the Office of Graduate Admissions or by writing or calling the testing services at the locations on page 35. USD's Institution Code number for all of these tests is 4849, this number must be included on the test registration form in order to have the official results sent to the university.

International Student Applicants

The University of San Diego welcomes applications from international students who can demonstrate their ability to undertake graduate work successfully in the United States. Applicants for admission from foreign countries must give evidence of eligibility for university entrance by furnishing official records covering all collegiate work as well as academic recommendations. All non-English academic records must be accompanied by an English translation certified true by the issuing school, a consulate official, or an official translator. International applicants are required to have their transcripts evaluated by an independent credentials evaluation service. School of nursing and health science applicants must submit a course-by-course report from World Education Services, Inc.

Testing Information

California Basic Educational Skills Test (CBEST)

CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
Phone: (916) 928-4001
Fax: (916) 928-9242
www.cbest.nesinc.com

Graduate Record Examination (GRE)

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: (609) 771-7670,
(800) 537-3160
Fax: (609) 771-7906
www.gre.org

Graduate Management Admission Test (GMAT)

Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6108
Phone: (609) 771-7330
Fax: (609) 771-7385
E-mail: GMAT@ets.org
www.mba.com

Test Of English As A Foreign Language (TOEFL)

TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609) 771-7100
Fax: (609) 771-7500
www.toefl.org

Miller Analogies Test (MAT)

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-3956
Phone: (210) 921-8802,
(800) 622-3231
Fax: (210) 921-8861

Praxis Series

Educational Testing Service
P.O. Box 6050
Princeton, NJ 08541-6050
Phone: (609) 771-7395,
(800) 537-3161
E-mail: praxis@ets.org

(WES). All other applicants must submit a detail report from the International Education Research Foundation, Inc. (IERF), or a course-by-course evaluation report from WES.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). See English Proficiency, page 36. International students should read all admissions requirements for the program to which they are applying. It is the responsibility of the international student to see that all supporting documents are received one semester prior to enrollment.

International students cannot rely on financial assistance or awards from the university and must provide for their financial support from non-university sources. They must submit adequate proof of financial resources for all obligations for the full period of time for which they will be attending the university. Accepted students should send a nonrefundable tuition deposit which will be credited to the student's account. The nonrefundable tuition deposit may vary with individual degree programs. Registration information will be sent upon receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The I-20 will be sent to the accepted student upon receipt of an affidavit of support indicating the amount and source(s) of finances and a commitment deposit.

International students must show proof of adequate health insurance coverage while enrolled at USD and may select from several plans designed specifically for international students. Should you need to purchase insurance, information and forms are available in the Office of International Students and Scholars, Serra Hall, Room 315, (610) 260-4598.

English Proficiency

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions, and to express themselves clearly in spoken and written English. A student who is not proficient in English may need to take courses in an "English as a Second Language" program at USD's English Language Academy. Applicants are advised to contact the English Language Academy at (619) 260-8808 about this learning opportunity. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved post-secondary institution where

English is the principal language of instruction must receive a minimum score of 580 (paper-based), 237 (computer-based), or 83 (Internet based) on the Test of English as a Foreign Language (TOEFL). The School of Business Administration graduate programs require a minimum score of 92 on the Internet-based exam. Individual degree programs may prescribe a higher minimum score.

The TOEFL is administered by the Educational Testing Service (ETS) and is given at test centers throughout the world, including locations within the United States (see page 35).

Non-Degree Special Students

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for Special Student Status and may, with permission of the Office of Graduate Admissions and of the department or school involved, take up to 6 units of coursework offered by the University of San Diego Graduate School. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the college or school in which the course is offered. Some, but not all, departments will consider admission as a Special Student while the applicant is in the process of filing application documents. Admission and enrollment as a Special Student does not obligate the department to admit an otherwise unqualified applicant. Special Students may be prohibited from enrolling in specific courses. The School of Business Administration restricts Special Student Status to students already enrolled and in good standing in graduate programs at USD or other accredited and approved institutions.

Admission to Joint-Degree Programs

Students desiring to pursue two degrees in one of USD's joint-degree programs must be admitted separately to each of the two schools involved. Current admission requirements and procedures for the College of Arts and Sciences and for the Schools of Business Administration and Nursing and Health Science are included in this bulletin. For information regarding these joint graduate degree programs, please call the Office of Graduate Admissions at (619) 260-4524. Information and materials regarding admission to the School of Law should be requested from the Law School Admissions Office at (619) 260-4528.

Please Note: The School of Law operates on a different calendar, and students are responsible for meeting all law school deadlines for application, registration, payment, etc., as set forth in their own publication.

Reconsideration for Admission

An applicant who has been denied admission to a USD graduate program may request reconsideration under the following conditions:

1. The applicant must request of the director of admissions in writing that his or her application be reconsidered;
2. In that written request, the applicant must indicate what new, substantial evidence is being provided for review by the admissions coordinator or committee;
3. The applicant may then be reconsidered for admission, along with the total current applicant pool for the admission date in question, and will be subject to the policies and requirements of the bulletin in effect at that time; the applicant will be informed of the committee's decision at the appropriate time.

Expenses

2009-2010 Expenses for Graduate Students

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, a student should go to www.sandiego.edu/studentaccounts, or make inquiries at the One Stop Student Center prior to the registration or fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2009-2010; amounts for the 2010-2011 academic year have not been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2009.

Application Fee

(Non-refundable, payable with application)

MBA and MSRE degree.....	\$80
Master's degree, Credential or Special Applicant	\$45
Doctoral degree	\$45

Admission Deposit

(Non-refundable, credited to the student's tuition)

Master's degree, Credential or Special Applicant	\$50
School of Leadership and Education Sciences	
Master's degree or Credential programs	\$200
Doctoral degree	\$200

Prices subject to change without notice.

Tuition, 2009-2010

College of Arts and Sciences

Master's students.....	\$1,170
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Hahn School of Nursing and Health Science

Master's students.....	\$1,175
Doctoral students	\$1,205

Joan B. Kroc School of Peace Studies

Master's students.....	\$1,170
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School of Business Administration

Master's students.....	\$1,170
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School of Leadership and Education Sciences

Master's students.....	\$1,160
Doctoral students	\$1,175
Auditing is one-half the regular per-unit tuition charge*.	

For tuition information for extension courses, please contact the Office of Continuing Education.

**This charge is in addition to tuition and fees charged for non-audited courses.*

Special Fees

Competency Exam Fee	Per exam \$25
Education Fieldwork and Student Teaching.....	variable
Graduate Student Association (GSA) Fees	
up to 6.5 units	\$20
7 units or more	\$30
Please see the Summer Sessions Bulletin or Intersession Bulletin for Summer or Intersession GSA Fee.	
Late Payment Fee	\$150
Late Registration Fee	\$150
Oral Language Exam	\$25 or more
(fee to be determined by tester)	
Returned Check Fee (NSF)	\$25
Student Health Services Fee	\$94 per year
Student Life Pavilion Fee	\$35
Written Official Transcript Fee.....	\$5

Registration and Fee Payment Policy

Class registration is not officially completed until all tuition and fees are paid, except for those students who have formally enrolled in the university's monthly installment plan described below. Please note that students who have not paid their account in full (or are not current with

installment plan payments) on or before the published payment deadline will be subject to the assessment of late fees, cancellation of course enrollment and housing assignment, and the application of holds preventing transcript release and registration privileges. In addition, delinquent student accounts may be referred to an external agency for collection. Any charges incurred by the university to collect delinquent account balances, including legal fees, will be the responsibility of the student. Delinquent account information may also be disclosed to credit-reporting agencies, which could endanger the student's credit rating. Students enrolled in Master's programs will pay Master's per-unit tuition fees for all coursework, at any level, at USD. Students enrolled in Doctoral programs will pay Doctoral per-unit tuition fees for all coursework, at any level, at USD. Reserved classes may be revoked if the student does not complete fee payment by the assigned fee payment dates in August and January for the fall and spring semesters respectively (see Academic Calendar, page 6, for specific dates). There is a \$150 late registration fee charged to all students who do not complete fee payment by the deadline in the Academic Calendar. Accounts paid by a check which is returned by the bank uncollected are not considered paid. There is a \$25 service charge for returned checks. A late payment fee of \$150, if applicable, may be charged to the student account if a check is returned. This fee is in addition to the \$25 service charge. Any benefit derived from, or deadline met by, remitting a check which is later returned by the bank, will become void. If a returned check transaction has been posted to a student account, USD reserves the right to refuse future payment in the form of a personal check from any individual for that student's account. Courses added after the published payment deadline must be paid in full at the time of registration. Please Note: that all refund checks will be issued in the student's name regardless of who remitted payment (unless the funds were received via parent, plus loan or credit card).

Students on the Monthly Installment Plan: Installment payments must be kept current throughout the contract life; otherwise, the university reserves the right to cancel the student's class reservation. If scheduled installment payments are not current by the assigned registration and fee payment days, the \$150 late registration fee must be paid.

Registration or Fee Payment Procedure

To complete the official registration process, the following steps are required by the student:

1. Dates, times, and location of class reservation are announced in advance on the USD Web site each semester.
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online on the One Stop Services tab on the MySanDiego portal (<http://my.sandiego.edu>). Students may also pay the required tuition, fees, and room and board at the One Stop Student Center, Hahn University Center, Room 126. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month.
3. If the student has any estimated financial aid, federal student or parent loans, Federal Perkins Trust Loan, or other student loans on his or her offer of financial assistance, and these loans or awards have not been posted to the account and are needed to assist the student in completing fee payment, the student must complete a deferment at the One Stop Services tab on the MySanDiego portal by the registration or fee payment deadline. There is no fee for properly deferring a student's account balance; however, failure to do so will subject the student to a \$150 late registration fee.

Please read the Intercession and Summer Sessions Bulletins for specific information regarding the registration or fee payment procedure for those academic periods.

Payment Plans

Prepayment Plan

The Prepayment Plan, which currently allows a discount of 4 percent per annum for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

1. The university reserves the right to change the discount rate.
2. The student will prepay for the entire academic year, or for fall or spring semester separately. Only one academic year may be paid in advance. Prepayment discount begins May 1.
3. July 1 is the last day to prepay and receive a discount for the fall semester; Dec. 1 for the spring semester.
4. Amounts paid are refundable in full prior to first day of class for the fall and spring semesters respectively. Subsequent to those dates, amounts due the university are governed by the university's published refund policy.

5. If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 12 units should be used to compute tuition costs. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.
6. If the student's actual charges exceed the estimated amounts prepaid, the student is responsible for paying any such amounts on or before the published deadline.

Monthly Installment Plan

The Monthly Installment Plan allows for payment in five (per semester) installments covering actual expenses per semester. The five-payment per semester installment plan has a \$50 non-refundable administrative charge each semester which is payable when signing up for the plan.

The Monthly Installment Plan operates according to the following guidelines:

1. The student account balance with the university must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the installment contract.
2. Payments begin on Aug. 1 for the fall semester plan and on Jan. 1 for the spring semester plan.
3. To enroll in the monthly installment plan, login to the MySanDiego portal and click on the One Stop Services tab.
4. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
5. In the event of a contract default, USD may refuse the student or contract buyer a subsequent retail installment contract.
6. All payments, which are due, (not postmarked) on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the university reserves the right to cancel the student's class reservations and room and board arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment or registration deadlines, \$150 late registration fee must be paid.
7. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
8. Tuition received is refundable in accordance with the university's published refund policy.
9. Installment payments are not available for study abroad, summer or Intersession.

Additional information on payment plans is available from the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

To establish a payment plan or monthly installment contract:

1. Log into the MySanDiego portal and click on the One Stop Services tab. Under the Student Account channel, click on "view my account." If you are eligible, you will see the installment plan option under the installment payment plans channel. In order to effectively initiate an installment plan contract, you must pay the exact amount indicated in the installment amount due line.

Refund Policy

1. Fees and Deposits are not refundable.
2. Tuition is fully or partially refundable only when a student withdraws officially during the published refund withdrawal schedule. The following schedule applies:
 - 100 percent refund for withdrawal during the first two weeks of classes of the regular academic semester;
 - 90 percent refund for withdrawal during the third week of classes;
 - 80 percent refund for withdrawal during the fourth week of classes;
 - 70 percent refund for withdrawal during the fifth week of classes;
 - 60 percent refund for withdrawal during the sixth and seventh weeks of classes;
 - 50 percent refund for withdrawal during the eighth week of classes; and,
 - No Refund of tuition will be made for withdrawal after the end of the eighth week of classes.

The date of withdrawal for refund purposes is considered the date the Notice of Withdrawal form is received and date stamped in the Office of the Registrar. Any graduate student who thinks that his or her individual case warrants an exception to this policy should consult the dean of his or her program's college or school.

The tuition refund policy for Intersession and Summer Sessions is published in the appropriate bulletinss because the sessions differ in length. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

**All fees, rates and deadlines subject to change without notice.*

Financial Assistance

The primary purpose of the financial aid program at the University of San Diego is to provide assistance to students who, without such aid, would be unable to attend the university. Financial assistance consists of graduate grants, scholarships, loans and opportunities for employment. For more information on the financial aid programs listed below and how eligibility for financial assistance is determined, please refer to “A Guide to Financial Aid Consumer Information at USD” on the USD Office of Financial Aid (OFA) Web site, www.sandiego.edu/financial_aid.

Application Procedures

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal, state and USD aid. Students should review the Guide to Applying for Financial Aid at USD on the USD Web site, www.sandiego.edu/financial_aid, or request a copy from the USD Office of Financial Aid (OFA) for deadlines and detailed information. Students should also inquire through the school or department to which they are applying regarding financial assistance opportunities specific to that school or department.

A. Financial Assistance Available Through the USD Office of Financial Aid

Eligibility Requirements

1. The student must be officially accepted by the Office of Graduate Admissions and must maintain satisfactory academic progress. “Special Students” (i.e., not admitted to a degree, certificate or credential program) are not eligible for financial aid.
2. The student must be a United States citizen or eligible non-citizen.
3. The student must not be in default on any federal loan or owe a refund on any federal grant.
4. Most programs administered by the USD Office of Financial Aid are based on financial need.
5. Most funds are available only to eligible students enrolled on at least a half-time basis (4.5 units for master’s students, 3 units for doctoral students) who are pursuing a degree, credential, or certificate.
6. The FAFSA can be completed online at www.fafsa.ed.gov. Additional forms, applications and informational guides are all available on the USD Office of Financial Aid Web site at www.sandiego.edu.

[edu/financial_aid](http://www.sandiego.edu/financial_aid) or can be requested from the Office of Financial Aid.

Programs

USD Graduate Grant (USDGG)

Because applications for graduate grants far exceed funds available, priority for the USDGG is given to students with greatest need. Applicants must have been officially admitted to the USD graduate program by August 1 and must have submitted complete financial aid application forms by April 1 to receive priority consideration for a grant for the following academic year. Students must enroll for at least 6 units each semester to be considered for a USDGG.

Dean’s Graduate Merit Scholarships

These scholarships are awarded by individual graduate schools or programs without regard to financial need. Students may receive up to \$25,000 annually depending on the number of units for which they are enrolled.

Federal Perkins Loan

Depending on availability of funding, qualified students may receive a Federal Perkins Loan to assist in covering tuition costs. Federal Perkins Loan funds are very limited and are normally used to supplement Federal Stafford Loans.

Federal Stafford Loans

Federal Stafford Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD (“Special Students” excluded) may apply for up to \$20,500 per year. There are two elements of the Federal Stafford Loan Program:

1. The Subsidized Stafford is available to eligible students based on financial need (using information from the financial aid application forms and supporting documents). The interest on this loan is paid by the federal government on the student’s behalf while the student is enrolled in an eligible program on at least a half-time basis. The maximum Subsidized Federal Stafford is \$8,500 per year.
2. The Unsubsidized Stafford is available to all eligible students who are enrolled at least half-time. However, interest on this loan will accrue while the student is in attendance. The maximum Unsubsidized Federal Stafford is \$12,000 per year plus any remaining eligibility from the Federal Stafford up to a total of \$20,500.

The interest rate on the Federal Stafford and the Unsubsidized Federal Stafford for the 2007 or 2008 academic year was a fixed 6.8 percent. To assure that loan

funds are received on time, application should be made at least six to eight weeks before the beginning of the academic term. For more details on the Federal Stafford Loan, contact the USD Office of Financial Aid or the One Stop Student Center

B. Cal Grant Programs

Teaching Credential Benefits

Students who received Cal Grants as undergraduates are eligible to apply for fifth-year benefits to complete a Teacher Credential program. This grant is available to students who: 1) have received a bachelor's degree; 2) were eligible for and received Cal Grant A or B during undergraduate study; 3) are enrolled in a Teacher Credential program; and, 4) complete the Request for Cal Grant Teaching Credential Program Benefits (Form G-44) available from the California Student Aid Commission or the USD Office of Financial Aid. Submission of a GPA Verification Form is not required. Form G-44 must be submitted to CSAC no later than 15 months after receiving a B.A. or B.S. degree, or from the date on which Cal Grant benefits were exhausted.

C. Additional Financial Assistance

Students should contact the school or department to which they are applying for additional information regarding financial assistance available for students in their program.

D. Financial Assistance For Graduate Certificate Programs

Students should consult the individual program director.

E. Off-Campus Employment

The USD Student Employment Center helps students locate part-time off-campus employment in the San Diego metropolitan area. Job referrals and further details are posted on the Part-Time Job Board at the USD Student Employment Center.

F. Veterans Assistance

Eligible veterans and dependents interested in applying for VA benefits should contact the VA Coordinator in the Office of the Registrar, Founders Hall 113.

Donor Scholarships and Grants

The University of San Diego receives donations from private sources to provide various scholarships, grants, and loan funds to selected students in the name of the donor. In addition to meeting the USD Scholarship criteria, additional qualifications and requirements may be stipulated by the donor.

Students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD. For some scholarships with specific requirements, the USD Scholarship Questionnaire is used to determine eligibility and only students who complete this form are considered for those scholarships.

Annual Scholarships and Awards

The following scholarships and awards are given annually by donors or various university departments. The requirements vary and are established by the donor.

- The Burnham Foundation Scholarship (Real Estate)
- California Building Industry Association/Ernest W. Hahn Scholarship (Real Estate)
- California Building Industry Association/Harry L. Summers Scholarship (Real Estate)
- California Building Industry Association/Fieldstone Scholarship (Real Estate)
- Mary Jane Charlton Nursing Scholarship
- Danvera Foundation Scholarship for M.E.P.N. (Master's Entry Program in Nursing)
- *Diversity Scholarship Program in the Department of Learning and Teaching
- Foster Dissertation Award
- *Eris McCoy Gallagher Scholarship Program (Education)
- Gandhi Fellowship (Master of Arts in Peace and Justice Studies)
- Marion Hubbard Loan Fund (Nursing)
- Joan B. Kroc Scholarship in Peace and Justice Studies (Master of Arts in Peace and Justice Studies)
- Master of Science in Executive Leadership Meg Whitman Scholarship
- *The W. Scott McIntyre Memorial Scholarship
- The PMI Foundation Scholarship (Real Estate)
- *Linda C. Romero Memorial Scholarship (Special Education)
- *Other Esteem Scholarship (Counseling)
- *Julie I. Wilkinson Scholarship (Nursing)
- *Elizabeth Baker Woods Education Scholarship
- **Special application required.*

Endowed Scholarships

Donors have endowed the university with the following funds, which provide for scholarships to be awarded annually for the life of the university. The requirements vary and are established by the donor.

- Douglas E. Barnhart ELDA Scholarship
- H.N. and Frances C. Berger Nursing Endowed Scholarship
- Thomas C. Breitling Endowed Scholarship
- Fund (Business)

Loretta Breyer Nursing Endowed Scholarship
 Edward and Gretchen Cairns Memorial Endowed
 Scholarship for Nursing
 Mickey Carhart Memorial Scholarship Fund (Real Estate)
 Yvonne E. Chiesi Carteron Nursing Scholarship
 Colachis Endowed Scholarship (Business)
 E.J. Culligan Memorial Endowed Scholarship (Business)
 *Desmond Nursing Loan Fund
 *The Donald C. and Elizabeth M. Dickinson Foundation
 M.E.P.N. Endowed Nursing Scholarship
 Fieldstone Foundation Endowed Scholarship (Real Estate)
 *Mary Gresko Nursing Scholarship
 *Ethel M. Horsch Nursing Scholarship
 *Jane P. Johnson Endowed Scholarship (Education)
 *Manchester Endowment (Nursing)
 Marasco Family Endowed Scholarship (Real Estate)
 Master of Science in Executive Leadership Endowed
 Scholarship
 *Elizabeth Ann Mottet Nursing Scholarship
 James Orwig, MD Memorial Nursing Endowed Scholarship
 Irene Sabelberg Palmer Scholarship (Nursing)
 Janet A. Rodgers Nursing Endowed Scholarship
 John Ronchetto Memorial Scholarship (Business)
 *Donald P. and Darlene V. Shiley M.F.A. Endowment
 Spain Family Scholarship (Religious education)
 *Stallard Family Nursing Scholarship
 Pearl and Natalie Surkin Endowed Nursing Scholarship
 Fund
 Cathleen K. Wilson, R.N., Ph.D. Memorial Scholarship for
 Leadership in Nursing
 Kaye and Richard Woltman Nursing M.P.E.N. Scholarship
 Daniel Woodruff Memorial Scholarship (Real Estate)
 *Special application required.

Registration Policies and Procedures

Only students who have been officially admitted to USD's graduate degree, certificate, credential, or special programs are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

Registration Deadlines

Students are responsible for adhering to the deadlines for registration, payment, withdrawal, and change of registration listed in the Academic Calendar, published in the Graduate Bulletin, the Summer Sessions Bulletin,

the Intersession Bulletin, and in registration instructions distributed subsequently.

New Graduate Students

All admitted applicants will receive new student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty adviser prior to enrollment, they must wait until they receive a letter of admission and pay the admission deposit before they can register (Registration periods are listed in the Academic Calendar, page 6). Students must observe all deadlines for return of registration materials and payment of fees. All international students must report to the Office of International Students and Scholars promptly upon arrival at USD.

Continuous Registration

Upon matriculation, students are expected to register every fall and spring semester until all degree requirements have been completed. Some programs have more stringent residency requirements including summer enrollment; consult program descriptions for details.

Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence, page 43). Generally, a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all coursework and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

Change of Course Registration

In the regular fall and spring semesters, courses may be added during the first eight days of class and may be dropped until the 10th week of the semester. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession bulletins.

Students who receive any form of financial aid must consult with the One Stop Student Center if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of 'W' (not

included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the university (i.e., terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the One Stop Student Center. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also Withdrawal from the university, page 44).

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor are they eligible for financial aid, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses or education recreation courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

Change of Address

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a Change of Address form in the One Stop Student Center prior to the mailing of the information.

USD E-Mail Accounts for Graduate Students

All USD graduate students are required to have a MySanDiego e-mail account. The university may conduct official business by sending notices or other information to the student's USD e-mail address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

Change of Graduate Program or Emphasis

Students currently enrolled in a graduate program who wish to change to another program or emphasis must seek official approval using one of the following procedures. Students should meet with the director of the graduate program of interest to determine which procedure to follow. The director will review the student's record in light of current admission criteria, applicant pool, and space available. If approved, the student will be subject to the policies and requirements in effect at the beginning of the semester or session of transfer. Students who are currently enrolled in the Preliminary and Professional Clear Teaching credential program may submit a Petition for Change of Program form to add the master's degree in Learning and Teaching. The petition must be approved by the School of Leadership and Education Sciences Graduate Admissions Committee and by the School of Leadership and Education Sciences Director of Graduate Programs and forwarded to the Office of the Registrar for processing. Individuals currently enrolled as non-degree seeking students must file a regular admission application described in Procedure Two below.

Procedure One: File Petition for Change of Graduate Program or Emphasis

Students must submit a Petition for Change of Graduate Program or Emphasis (available in the One Stop Student Center and program departments) to the director of the graduate program of interest. Additional documentation may be required by the director. The decision of the director or department will be sent to the Registrar, which will notify the student, original department and other relevant offices on campus regarding the outcome of the petition.

Procedure Two: File Admission Application with Graduate Admissions Office

Students must submit a regular application form to the Graduate Admissions Office and include any additional or updated credentials that are not currently on file in that office. The application will be handled in the usual manner by the Graduate Admissions Office.

Leave of Absence

An official leave of absence is an approved, limited suspension of participation in a graduate program during the fall and/or spring semester. A leave allows students in good academic standing to take time off and return to the university without applying for readmission. However,

a leave does not constitute grounds for an extension of the time limit for degree completion. Under ordinary circumstances, leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students who have completed all coursework and are working on a thesis. Students on academic probation are not eligible for a leave.

Because students are not registered during a leave, they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments.

Students should petition for a leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a leave. In addition, however, they must officially withdraw from their courses by submitting a Notice of Withdrawal form in the One Stop Student Center within the approved deadline and must be in good standing.

The Petition for Leave of Absence form is available from the One Stop Student Center or on the Graduate Records Web site. It must be approved by the student's adviser and program director or coordinator prior to submission for final processing. International students who find it necessary to file a leave before the current semester ends must complete a Leave of Absence or Withdrawal form and have it signed by an authorized representative of the Office of International Students and Scholars. This office is located at the Serra Hall, Room 315. The Leave of Absence form must be approved by their program adviser and director or dean of the college or school before departing the university.

Withdrawal from the University

Students who terminate their enrollment in a graduate program must file an official Notice of Withdrawal with the One Stop Student Center. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see Academic Calendar, page 6; see also Refund Policy, page 39). Courses dropped on or before the deadline will receive a grade of 'W' (not

included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition their respective dean for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and, in addition, obtain clearance from the Office of International Students and Scholars located in Serra Hall, Room 316.

Transfer of Graduate Credit

Students may petition to transfer credit from another university under the following conditions. It is recommended that students petition during their first semester in order to plan their academic program accurately (exception: Ph.D., page 186). Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking coursework outside USD if they plan to transfer it into a degree program. Students may petition the dean of the college or school in which the program resides for an exception to the following regulations, but should do so only after consulting with the adviser and director or coordinator of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit.

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director or coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.

9. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours $\times 2/3 = 2.67$. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

Quarter Hours Converted to Semester:

- 1 quarter unit = 0.67 semester units
- 2 quarter unit = 1.33 semester units
- 3 quarter unit = 2.00 semester units
- 4 quarter unit = 2.67 semester units
- 5 quarter unit = 3.33 semester units
- 6 quarter unit = 4.00 semester units

10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation or disqualification review.

11. See table for the maximum number of non-USD credits allowed:

Maximum Number of Program Semester Units Transferable:

- 6 I.M.B.A. and M.B.A.
- 6 30-44 unit Master's
- 9 45-53 unit Master's
- 12 54-63 unit Doctorate

No exception to these limits will be made without the explicit written permission of the dean of the program's college or school.

Procedure for Transfer of Credit

Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the adviser and program director or coordinator. Any exceptions to transfer credit policies must also have the approval of the dean of the program's college or school. The student should secure the appropriate signatures on the Petition for Transfer of Graduate Credit and submit it to the One Stop Student Center. The student must also request that an official transcript of the course be sent to the Office of the Registrar if the transcript was not included among the admission documents. When both the petition and transcript are on file they will be reviewed for conformity to USD policies and posted appropriately.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student

must request that an official transcript be sent to the USD Office of the Registrar. A grade of "B" or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Registrar's Office for conformity to USD policies.

Waiver of Requirements

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved coursework to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

There are two exceptions to this policy. The 45-48 unit Nurse Practitioner master's programs allow students to waive up to 9 units and the other Nursing master's programs (39-42 units) allow up to 6 units. In all of these cases students must earn at least 30 units through USD.

Completion of Degree Requirements – The Petition to Graduate

In order to be cleared for degree completion, students must file a Petition to Graduate in the One Stop Student Center by the deadlines outlined in the Academic Calendar in the front of this bulletin. There are three graduation dates: Jan. 31, May, and Aug. 31. The effective degree date for students who complete their program requirements by the posted deadline for the fall semester and Intersession will be Jan. 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective Aug. 31. Deadlines for defense and submission of theses and dissertations are also listed in the Academic Calendar and must be observed.

Participation in Commencement Ceremonies

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or Intersession and to May candidates who met the graduation

petition deadline and have completed all work for the degree prior to Commencement.

There is the following exception:

Graduate students scheduled to receive their degree in the following August who have 9 units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum, fieldwork or student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units in the One Stop Student Center by May 1.

Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May Commencement: foreign language or comprehensive exam; final project or integration paper; master's thesis; or doctoral dissertation. August graduates whose work falls into the latter categories and all students who finish in the subsequent fall semester and Intersession may participate in Commencement the following May, at which time their names will be listed in the program.

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the Academic Calendar (see page 6).

Transcripts, Academic Records, and Diplomas

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall, Room 113. Students may request official copies of their transcripts for a fee of \$5. Instructions for requesting transcripts can be found at www.sandiego.edu/registrar/transcripts.php.

The DARS (Degree Audit Report) is a list of requirements for each student's major and the courses that have been taken to meet the requirements. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed. Students may access their degree audit using their e-mail login at USD's MySanDiego portal.

The diploma is issued by the Office of the Registrar to students who have petitioned to graduate and have been cleared for degree completion by the program, by the Registrar's Office, and by other pertinent offices on campus. The diploma will be sent after the term in which requirements are completed. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g., Jan. 31 and Aug. 31) and only

after final requirements have been submitted. Additionally, students must be cleared to graduate by their program directors.

Transcripts and diplomas will not be released to students who have an outstanding balance with student accounts.

Academic Regulations

By completing the registration process, the student acknowledges the academic regulations of the university, accepts them, and pledges to abide by them.

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is available on the MySanDiego portal of all terms.

Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access to an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of dishonesty can lead to penalties in a course such as reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the university community may be applied; such penalties include but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and academic deans, and in the USD Policies and Procedures Manual. Instructors also explain other specific expectations regarding academic integrity in their classes.

Credit and Grading System

At the end of each semester or session, a graduate student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the MySanDiego portal. A final grade of less than "C-" is not acceptable, and the courses in which the grade was earned will not count toward the graduate degree (see Repetition of Courses, page 47). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average in their program.

Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), Pass, or W are not included in the GPA calculation.

Grade points are assigned as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; F = 0.00.

Grade of Incomplete

The grade of Incomplete (I) may be recorded to indicate:

- that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and,
- that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an incomplete grade prior to the posting of final grades. The incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester or session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later

than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

Students receiving financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

Pass/Fail Grading

Graduate students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass/Fail is assigned, however, in specifically designated courses. A grade of C- or better is required for a grade of Pass. For a Pass, credit is awarded, but units do not enter into the computation of the GPA. A Fail grade will be computed as a grade of F.

Graduate students who take a course in the USD School of Law will have the grade converted automatically to pass or fail on the graduate transcript.

Repetition of Courses

A student who has earned a grade of D or F in a course may be allowed to repeat the course. If allowed, it may be repeated one time only. The higher grade of the two earned will be calculated in the student's cumulative grade point average, although both grades will remain on the transcript. Students may not take the repeated course at another institution without the permission of the program area dean.

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the M.B.A. and I.M.B.A. programs). Within some programs, specific required courses are not approved for repetition (see appropriate program section). A student who fails such a course will not be permitted to continue in the program.

Students who earn a grade other than D or F, but that is defined as unacceptable in a specific course or program, may also repeat the course in question as outlined above.

Academic Probation and Disqualification

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and cumulative grade point average (GPA) that is required by their program. Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average required in their program. The following GPA minimums are calculated on a 4.0 scale:

College of Arts and Sciences	
M.A., M.F.A., M.S.....	3.0
Joan B. Kroc Scholarship in Peace and Justice Studies	
M.A.....	3.0
Hahn School of Nursing and Health Science	
M.S.N., M.E.P.N., Credential	3.0
Ph.D.....	3.0
School of Business Administration	
M.B.A., I.M.B.A., M.Acc., M.S.E.L., M.S.G.L.,	
M.S.Tax, M.S.R.E., M.S.-S.C.M.	3.0
School of Leadership and Education Sciences	
Ph.D., Ed.D., M.A., M.Ed., MAT, Credentials.....	3.0

Any student who has completed at least 6 units of coursework and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his or her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students who wish to appeal their disqualification must do so in writing to the dean of the college or school in which their program resides within 10 calendar days of receiving such notice.

Applicability of New Academic Requirements

Changes in academic requirements subsequent to publication of this bulletin are not applicable to graduate students already enrolled at the University of San Diego, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the

replacement course. If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

General Requirements for the Master's Degree

Please see program descriptions for additional requirements.

Unit Requirements

The master's programs offered at the University of San Diego vary in length (minimum 30 semester units).

Although some programs require full-time enrollment, most allow students to attend on a part-time basis.

Limitation of Time

All requirements for the master's degree, including the thesis where required, must be completed within six years of matriculation.

Foreign Language Requirement

Proficiency in a relevant foreign language, although not a general requirement of all graduate programs, is required by some programs.

Students in the International Master of Business Administration program are required to demonstrate oral competence in one language other than English. Evidence of fulfilling language requirement must be submitted to the Office of the Registrar prior to petitioning to graduate. Competence is defined as a score of "mid-Intermediate" on the ACTFL Scale (or equivalent).

International students in graduate programs which include a foreign language requirement must satisfy that requirement with a language other than English. A student may show competence through examination in the native language, if that language is relevant to the student's discipline and if the language is approved by the graduate program director.

Comprehensive and Oral Examinations

A written comprehensive examination and/or an oral examination including a thesis defense may be required, depending on the program. Students should consult the degree requirements in the relevant program description in this bulletin, and they should consult with the relevant graduate program director regarding details and petition deadlines.

Thesis

Where required by the department or program, the student must submit a thesis of original content or interpretation, testifying to scholarly research, presented in acceptable style, and adhering to copyright law and to the regulations pertaining to the use of human and/or animal subjects. The course designations for thesis and number of units required are specified in the relevant program descriptions. Once coursework is completed, the student must register for thesis credit each semester until completion of the degree. Students at this stage ordinarily are not eligible for a leave of absence.

The thesis must be completed, approved, and submitted to the Office of the Registrar within two years after the first registration for thesis units.

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis*, available for sale in the university bookstore. The deadlines for submitting the approved and final copies of the thesis are listed in the Academic Calendar at the beginning of this bulletin. Students who fail to submit the thesis by the published deadline will not be eligible for graduation in the then current term. If the thesis is submitted prior to the eighth day of the next semester, the student will not be required to register for thesis supervision and will be eligible to petition for graduation in the subsequent term (also see *Access to Theses and Dissertations*, page 49).

General Requirements for the Doctoral Degree

Please see program descriptions for additional requirements.

Unit Requirements

Ph.D. programs offered at the University of San Diego vary in length (minimum 48 semester units). The requirements build upon professional experience and prior academic work done at the master's level. The D.N.P. program is currently designed as a post MSN, APRN program requiring a minimum of 34 semester units. The Ph.D. in Leadership Studies in the School of Leadership and Education Sciences is a 63 semester unit program designed for practicing professionals and academic scholars.

Residency Requirement

Although USD's doctoral programs are designed primarily for persons employed full-time, the university still considers

that a limited period of intensive study is essential for a meaningful and rigorous educational program. See individual program descriptions for options to meeting this requirement.

Qualifying Examinations, Admission to Candidacy, and Time Limitations

Refer to individual program descriptions.

Dissertation

Students in USD's doctoral programs must complete a dissertation of scholarly quality, demonstrating their ability to conduct original research and to report findings with complete documentation and presentation of data and adherence to copyright law and to the regulations pertaining to the use of human and/or animal subjects. Students in the D.N.P. program must complete a clinical project. Specific dissertation requirements are set out in the program descriptions in this bulletin and in the *Doctoral Handbook* of each School. Deadlines for the defense and submission of the dissertation are included in the Academic Calendar, page 6.

After completing all coursework and the required 9 units of dissertation credit, students must continue to register for dissertation credit in each fall and spring semester to maintain candidacy until the dissertation is completed and has been successfully defended, approved, and submitted to the Registrar. Students at this stage ordinarily are not eligible to take a leave of absence.

The deadlines for submitting the approved and final copies of the dissertation are listed in the Academic Calendar. Students who fail to submit the dissertation by the published deadline will not be eligible for graduation in the then current term. If the dissertation is submitted prior to the eighth day of the next semester, the student will not be required to register for dissertation supervision and will be eligible to petition for graduation in the subsequent term.

Access To Theses and Dissertations

Copies of accepted theses and dissertations by USD students are incorporated into the Copley Library collection and are registered in the library's catalog as well as a national bibliographic database. Theses and dissertations are then accessible to the general public through circulation and interlibrary loan procedures.

College of Arts and Sciences



College of Arts and Sciences

Administration

Mary K. Boyd, Ph.D., DEAN
 Anne A. Sturz, Ph.D., ASSOCIATE DEAN
 James Gump, Ph.D., ASSOCIATE DEAN
 Pauline B. Powell, M.S., ASSISTANT DEAN
 Neena Din, Ph.D. ASSISTANT DEAN
 Carole L. Huston, Ph.D., DIRECTOR OF ASSESSMENT

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María Pilar Aquino, S.T.D.
 Frederick I. Archer, Ph.D.
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 Ann B. Bowles, Ph.D.
 Eren Branch, Ph.D.
 Maria Carrera
 Cynthia Caywood, Ph.D.
 Ellen Colangelo, Ph.D.
 Joseph Colombo, Ph.D.
 Jonathan Conant, Ph.D.
 Helen deLaurentis, Ph.D.
 Del Dickson, Ph.D.
 Patrick F. Drinan, Ph.D.
 Casey Dominguez, Ph.D.
 Mark A. Drawbridge, M.S.
 Kathleen Dugan, Ph.D.
 Emily Edmonds-Poli, Ph.D.
 Hugh I. Ellis, Ph.D.
 Iris H. W. Engstrand, Ph.D.
 Sabin Epstein
 Orlando Espín, Th.D.
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 Russell Fuller, Ph.D.
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 Michael J. Gonzalez, Ph.D.
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Michael G. Hinton, Ph.D.
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 Dennis Krouse, S.T.D.
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 Virginia Lewis, Ph.D.
 Mary Sue Lowery, Ph.D.
 Gary Macy, Ph.D.
 Molly A. McClain, Ph.D.
 Vidya Nadkarni, Ph.D.
 Lance Nelson, Ph.D.
 Noelle Norton, Ph.D.
 Lee Ann Otto, Ph.D.
 Ronald Pachence, Ph.D.
 Maria Pascuzzi, S.T.D.
 Michael R. Pfau, Ph.D.
 Patricia Plovanich, Ph.D.
 Nathalie B. Reynolds, Ph.D.
 Norbert Rigali, SJ, Ph.D.
 Fred Miller Robinson, Ph.D.
 Steven E. Schoenherr, Ph.D.
 Richard Seer, M.F.A.
 Kenneth Serbin, Ph.D.
 David Shirk, Ph.D.
 Kathryn Statler, Ph.D.
 Anne A. Sturz, Ph.D.
 James L. Sumich, Ph.D.
 Yi Sun, Ph.D.
 Karma Lekshe Tsomo, Ph.D.
 Russell D. Vetter, Ph.D.
 J. Michael Williams, Ph.D.
 Randy Willoughby, Ph.D.
 Zhi-Yong Yin, Ph.D.
 Alberto Zirino, Ph.D.

Mission Statement

Graduate study in the College of Arts and Sciences builds on the most current scholarship and training to awaken the imagination of students and prepare them for service to society. Offering small classes that foster the pursuit of knowledge, the College develops the students' talents, refines research skills, encourages a love of learning, and promotes a spirit of leadership.

Master of Fine Arts in Dramatic Arts

Richard Seer, M.F.A., PROGRAM DIRECTOR, Acting

Craig Noel, Old Globe FOUNDING DIRECTOR

Louis G. Spisto, Old Globe CEO/EXECUTIVE DIRECTOR

Darko Tresnak, Old Globe RESIDENT ARTISTIC
DIRECTOR

Maria Carrera, Alexander, Technique

Cynthia Caywood, Ph.D., Restoration Drama

Gerhard Gessner, Yoga

Jan Gist, M.F.A., Voice and Speech

Peter Kanelos, Ph.D., Renaissance Drama

Fred Miller Robinson, Ph.D., Modern Drama

Liz Shipman, M.A., Movement

The artistic staff of The Old Globe, long involved in educating, training and developing actors, has joined with the University of San Diego to create a program specifically addressed to the minds as well as the voices and bodies of aspiring actors. This program provides the classical skills and the rigorous literary grounding that classical drama requires, thereby meeting the needs not only of The Old Globe, but also of classical theater nationwide.

Students participating in this two-year, 60-unit program fulfill the academic portion of their study at the University of San Diego under the direction of the Department of English, and their practical theatrical work at The Old Globe under the supervision of Globe staff.

This is a highly selective program, usually limited to seven new admissions per year. For additional information, go to www.globemfa.org.

Requirements for the Degree

Students are expected to complete the 60 units of graduate work for this degree in two consecutive years, according to the following schedule. All courses carry 3 units of credit.

First Year - Fall Semester

THEA 501 Text and Context: Modern Drama

THEA 511 Movement I

THEA 521 Acting I

THEA 541 Voice and Speech I

First Year - Intersession

THEA 506 Graduate Colloquium

First Year - Spring Semester

THEA 502 Text and Context: Renaissance Drama

THEA 512 Movement II

THEA 522 Acting II

THEA 542 Voice and Speech II

Second Year - Summer

THEA 531 Globe Production I

Second Year - Fall Semester

THEA 503 Text and Context: Classical Drama

THEA 513 Movement III

THEA 523 Acting III

THEA 543 Voice and Speech III

Second Year - Spring Semester

THEA 514 Movement IV

THEA 524 Acting IV

THEA 544 Voice and Speech IV

THEA 595 Thesis Project

Second Year - Summer

THEA 532 Globe Production II

THEA 533 Globe Production III

Courses will be taken either at The Old Globe or at USD, under the supervision of the director of the program with the advice and consent of the oversight committee for the M.F.A. program. Periodic evaluations, apart from the normal grading process, will help determine the advisability of students' continuing in the program.

Courses and Seminars

THEA 501 TEXT AND CONTEXT: MODERN DRAMA / 3 UNITS

A survey course in drama from Ibsen to the present. Provides students with a reading background in the period as a context for their winter and/or spring productions.

THEA 502 TEXT AND CONTEXT: RENAISSANCE DRAMA / 3 UNITS

A study of the cultural background of the English Renaissance, with an emphasis upon the works of William Shakespeare. Readings in the drama of the period may be supplemented by social, political or artistic material.

THEA 503 TEXT AND CONTEXT: CLASSICAL DRAMA / 3 UNITS

A study of the cultural background of a specific "cultural" period – e.g., Greek or Roman, Renaissance, Restoration, and 18th century. Readings in the drama of the period may be supplemented by social, historical, political or artistic material.

THEA 506 GRADUATE COLLOQUIUM / 3 UNITS

Workshop exploring the particular skills required to perform a chosen genre of dramatic literature. The theatrical genres and skills studied vary from year to year.

THEA 511 MOVEMENT I / 3 UNITS

Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 512 MOVEMENT II / 3 UNITS

Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 513 MOVEMENT III / 3 UNITS

Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 514 MOVEMENT IV / 3 UNITS

Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 521 ACTING I / 3 UNITS

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be

an integral part of each course. Continues for the duration of the program.

THEA 522 ACTING II / 3 UNITS

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 523 ACTING III / 3 UNITS

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 524 ACTING IV / 3 UNITS

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 531 GLOBE PRODUCTION I / 3 UNITS

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is pass/fail.

Additional Requirements for Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	Jan. 3
MINIMUM GRADE POINT AVERAGE	None
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSEWORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Audition/Interview

THEA 532 GLOBE PRODUCTION II / 3 UNITS

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 533 GLOBE PRODUCTION III / 3 UNITS

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 541 VOICE AND SPEECH I / 3 UNITS

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 542 VOICE AND SPEECH II / 3 UNITS

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 543 VOICE AND SPEECH III / 3 UNITS

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 544 VOICE AND SPEECH IV / 3 UNITS

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 595 TEXT AND CONTEXT: THESIS PROJECT / 3 UNITS

Independent study with a faculty member in preparation for the program thesis, a solo performance piece. Includes research, consultation, and rehearsal work.

Master of Arts in History

Michael J. Gonzalez, GRADUATE PROGRAM DIRECTOR, ASSOCIATE PROFESSOR, Ph.D., University of California, Berkeley

Thomas Barton, ASSISTANT PROFESSOR, Ph.D., Yale University

Jonathan Conant, ASSISTANT PROFESSOR, Ph.D., Harvard University

Iris H. W. Engstrand, PROFESSOR, Ph.D., University of Southern California

R. Colin Fisher, ASSISTANT PROFESSOR, Ph.D., University of California, Irvine

James O. Gump, PROFESSOR, Ph.D., University of Nebraska

Clara Oberle, ASSISTANT PROFESSOR, Ph.D., Princeton University

Molly McClain, ASSOCIATE PROFESSOR, Ph.D., Yale University

Kenneth P. Serbin, ASSOCIATE PROFESSOR AND CHAIR, Ph.D., University of California, San Diego

Kathryn Statler, ASSOCIATE PROFESSOR, Ph.D., University of California, Santa Barbara

Yi Sun, ASSOCIATE PROFESSOR, Ph.D., Washington State University

The Department of History at the University of San Diego offers graduate-level preparation for careers in teaching, public history and historic preservation. The faculty consists of full-time professors who offer a broad range of specialties, research and experience. Students who complete our program have gone on to work in secondary schools and colleges, law or business offices, archives, museums, historic sites, state and local historical agencies, newspapers, businesses, trade and labor organizations, and in all levels of government. They may work as editors, archivists, administrators, curators, historic preservation specialists, writers, public policy analysts and historians. Some have worked on the production of historical documentaries in television, radio and film.

This 30-unit M.A. program is open and recommended to qualified students who wish to study public history or traditional academic history, especially teaching, and who wish to broaden their educational background.

The graduate program offers opportunities to intern at one of the many museums and historical societies in San Diego, including Old Town San Diego State Historic

Park, the Veterans Museum and Memorial Center, Helix Water District, San Diego Museum of Man, Cabrillo National Monument, San Diego Hall of Champions, the Marine Corps Recruit Depot, and the San Diego Historical Society with its related Serra Museum, Villa Montezuma and Marston House. Students also may choose to work for preservation organizations or in the offices of local architects.

Program Description

The Master of Arts Program in History offers a 30-unit curriculum in which one class equals three units. Twenty-four units involve course work. The remaining six units concern the thesis. The student must submit a thesis of at least 100 pages that shows proficiency in interpreting primary documents and employing independent thought. The thesis topic is to be approved by a faculty committee of at least two USD history department members. Full-time students typically need two years to complete the program. Part-time study is also welcomed and accommodated by a schedule that offers most graduate classes one evening per week. The goals of the program are to help students improve their understanding of history and enhance their career options.

Before registering, students are required to schedule an advising appointment with the graduate program director in history. In consultation with the director, students will work out a program of study.

Requirements for the Degree

Thirty units of coursework to be approved by faculty advisor include:

- HIST 500 Core Seminar (taken during the first semester) (3 units)
- HIST 501 Teaching Seminar (3 units)
- HIST 502 Public History Seminar (3 units)
- HIST 595 Thesis The student must register for HIST 595 "Thesis," until the 3-unit requirement is met and the thesis is completed. If the student has not completed the thesis by the time all required courses are completed (including the 3 units of HIST 595), he or she must continue to register for one-half (0.5) unit of thesis each semester (excluding summer and Intersession) until the thesis is completed and accepted. A pamphlet entitled Instructions for the Preparation and Submission of the Master's Thesis is available for sale in the university bookstore.
- 18 units of history courses numbered in the 500s. Up to six units of electives can be taken from the graduate

programs in international relations, art history, theology and religious studies, education, business administration, peace and justice, and law; or, under certain circumstances and with special graduate level adjustments, the elective classes may be taken at the undergraduate, upper-division level.

- Only one course with a grade of "C+", "C", or "C-" may count towards the degree.
- No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA.

Courses and Seminars

HIST 500 CORE SEMINAR IN HISTORY / 3 UNITS

Required for all M.A. candidates in history.

An examination of prominent historical methodologies and research methods. Readings, papers and intensive discussion.

HIST 501 TEACHING SEMINAR / 3 UNITS

Discussion of teaching methods, evaluation of course content, preparation of audio-visual materials, and oral presentations simulating actual classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

HIST 502 PUBLIC HISTORY SEMINAR / 3 UNITS

Examines aspects of public history that include a variety of spheres such as the application and definition of public history; theory and management of historical collections; registration and cataloguing of historical collections; philosophy and techniques of exhibiting historical artifacts; historical editing — books and scholarly journals; media or documentary productions; writing corporate histories; historical research in general and maintaining a Web site. Field trips to various local museums are included.

HIST 510 TOPICS IN ANCIENT HISTORY / 3 UNITS

This seminar focuses on ancient Greek or Roman history, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study the Trojan War, ancient Athens, Greek religion and culture, ancient Rome and the Mediterranean, the army, barbarians, Julius Caesar, Romanization, and/or the rise of Christianity. Extensive use will be made of contemporary sources to obtain first-hand insights into the values and concerns of ancient men and women. Students may repeat the seminar for credit when the topic changes.

HIST 520 TOPICS IN MEDIEVAL EUROPEAN HISTORY / 3 UNITS

This seminar focuses on Medieval European history, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study knights and peasants; the Crusades, heresy, plague, Marco Polo's travels to China and/or the rise of European empires. Extensive use will be made of contemporary sources to obtain first-hand insights into the values and concerns of medieval men and women. Students may repeat the seminar for credit when the topic changes.

HIST 530 TOPICS IN RENAISSANCE AND EARLY MODERN EUROPE / 3 UNITS

This seminar focuses on Europe, 1450-1700, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study the politics of the Italian city states; the writings of leading humanists, poets, philosophers, and political theorists; Renaissance and Baroque art and architecture; and/or political events such as the English civil war. The class also may focus on groundbreaking research in the histories of women, sexuality, popular culture, peasant life and magic. Students may repeat the seminar for credit when the topic changes.

HIST 548 VIETNAM WAR / 3 UNITS

This seminar will examine the wars fought in and around Vietnam since the 1940s, with particular attention focused on the period of direct American involvement. These

events will be considered in relation to Vietnam's history, American politics and society, and to the nature of war itself. Finally, we will consider the legacy of the war and its meaning in American and Vietnamese memory today.

HIST 559 TOPICS IN MODERN MIDDLE EAST / 3 UNITS

This seminar focuses on various topics in the history of the Modern Middle East. Topics may include the growth and decline of the Ottoman Empire; Arab and Jewish nationalisms; the paths to independence; or the Iranian revolution. Students may repeat the seminar for credit when the topic changes.

HIST 560 TOPICS IN LATIN AMERICAN HISTORY / 3 UNITS

This seminar focuses on various topics in the history of Latin America, such as the role of religion and the Catholic Church; 20th-century revolutions and social upheaval; and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the seminar for credit when the topic changes.

HIST 564 TOPICS IN ASIAN HISTORY / 3 UNITS

An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Imperialism in Asia, and Asia's relations with the United States. Students may repeat the seminar for credit when the topic changes.

Additional Requirements for Admission

See page 34 for basic admission requirements

Entrance Semesters	Fall, Spring, Summer
Application Deadlines	Rolling Admissions
Minimum Grade Point Average	3.0 (4.0 scale) in the last 50 percent of baccalaureate and all post-baccalaureate coursework
Standardized Admission Test	Graduate Record Examination (GRE) General Test only
Required coursework	Some undergraduate coursework recommended in American Civilization or Western Civilization; methods in research and writing; computer literacy or statistics.
Required Licenses or Credentials	None
Additional Requirements	Bachelor's degree in history or a related discipline

HIST 568 ISSUES IN MODERN AFRICA / 3 UNITS

A critical study of issues confronting Africans in the 20th century. Alternating courses may include Problems in Africa since Independence and the South African Dilemma. Students may repeat the seminar for credit when the topic changes.

HIST 570 AMERICAN ENVIRONMENTAL HISTORY / 3 UNITS

This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies, and the cultural meanings that Americans have given to nature.

HIST 575 TOPICS IN MODERN AMERICAN HISTORY / 3 UNITS

Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, United States-Latin American Relations, or other topics in the political, economic, social, and cultural history of the United States from 1865 to the present. Students may repeat the seminar for credit when the topic changes.

HIST 576 POLITICS AND MEMORY IN U. S. HISTORY / 3 UNITS

In this seminar we will explore the politics of American public commemoration. We will look at how dominant institutions (the National Park Service, history museums, and tourist venues) have remembered (and forgotten) the American past. We will also explore vernacular historical expressions and the ways in which minority groups have fought to shape American public memory. The class will use San Diego as a laboratory.

HIST 580 TOPICS IN THE HISTORY OF THE AMERICAN WEST / 3 UNITS

This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming "frontiers"; the railroad and populism; WWII and the growth of the urban west; the historical experience of workers, women, and Mexican-, Asian-, Native-, and African Americans; environmental issues such as conservation, preservation, the dust bowl, and water politics; and representations of the West in popular culture. Students may repeat the seminar for credit when the topic changes.

HIST 583 CHICANO/A HISTORY / 3 UNITS

This class explores the history of the Mexican and Mexican origin people in the United States. The class begins with the European settlement of the Americas and ends with the immigration of Mexicans to the United States in the 20th and 21st century.

HIST 589 HISTORY OF CALIFORNIA / 3 UNITS

Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. Meets the requirements of California history standards for various teaching credentials.

HIST 595 THESIS / 0.5-3 UNITS

May be repeated. Thesis must be complete and submitted before credit is given.

HIST 59 INTERNSHIP / 3 UNITS

See Department Advisers responsible for assignments of internships.

HIST 599 INDEPENDENT STUDY / 1-3 UNITS

Consult program director for guidelines.

Undergraduate Courses

Under certain circumstances and with special graduate level adjustments, maximum of 6 elective units may be taken at the undergraduate, upper-division level. See the current Undergraduate Bulletin for course descriptions. Each class is worth three units.

HIST 310	Ancient Near East
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire, 250-1050
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	Medieval Women
HIST 331	Renaissance and Reformation
HIST 333	Europe 1600-1800
HIST 334	European Art and Architecture in Context
HIST 340	World War I

HIST 341	World War II
HIST 345	Topics in Military History
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	Modern France
HIST 350	History of the British Isles
HIST 351	Modern Britain
HIST 352	The British Empire
HIST 353	Spain to 1820
HIST 354	Modern Spain
HIST 355	Imperial Russia
HIST 356	Russia since 1917
HIST 357	Topics in Russian and East European History
HIST 358	Topics in Modern World History
HIST 359	Modern Middle East
HIST 360	Colonial Latin America
HIST 361	Modern Latin America
HIST 362	Topics in Latin American History
HIST 363	History of Brazil
HIST 364	Topics in Asian History
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 368	History of Africa
HIST 369	Issues in Modern Africa
HIST 370	American Environmental History
HIST 371	Topics in Early American History
HIST 373	U.S.-East Asia Relations
HIST 373	Armed Conflict in American Society
HIST 374	Civil War and Reconstruction
HIST 375	Topics in Modern American History
HIST 376	United States Foreign Relations to 1914
HIST 377	United States Foreign Relations since 1914
HIST 378	Topics in United States Intellectual and Social History
HIST 379	Topics in United States Mass Media History
HIST 380	History of the American West
HIST 381	American Indian History
HIST 382	The Spanish Borderlands
HIST 383	Chicano History
HIST 384	History of Mexico
HIST 386	The Pacific Ocean in History
HIST 387	History of Baja California
HIST 389	History of California
HIST 390	Art and Architecture in California

Master of Arts in International Relations

Noelle Norton, Ph.D., CHAIR, PROFESSOR, American Politics, Gender Politics

Emily Edmonds-Poli, Ph.D., GRADUATE DIRECTOR AND ADVISER, ASSOCIATE PROFESSOR, Politics in Latin America, Politics in Mexico, U.S.-Latin American Relations, Comparative Politics

Del Dickson, Ph.D., J.D., PROFESSOR, Comparative and International Law

Casey B.K. Dominguez, Ph.D., ASSISTANT PROFESSOR, American Politics

Patrick F. Drinan, Ph.D., PROFESSOR; International Relations Theory, Comparative Political Ideology

Virginia Lewis, Ph.D., PROFESSOR, Political Theory, International Human Rights

Vidya Nadkarni, Ph.D., PROFESSOR, American Foreign Policy, Politics in Russia, East – Central Europe, South Asia, International Relations Theory

Lee Ann Otto, Ph.D., PROFESSOR, Politics in Japan and China, Revolutionary Change

Michael R. Pfau, Ph.D., ASSOCIATE PROFESSOR, Politics in Germany, Methodology

David Shirk, Ph.D., ASSISTANT PROFESSOR, Border Politics and Policy, Politics in Mexico, Politics of Latin America, Comparative Politics, International Political Economy

J. Michael Williams, Ph.D., J.D., ASSOCIATE PROFESSOR, Comparative Politics, Politics in sub-Saharan Africa, Politics in Africa

Randy Willoughby, Ph.D., PROFESSOR, Politics in Europe, U.S. National Security, Regional Security

The Master of Arts Program in International Relations (M.A.I.R.) offers a 30-unit curriculum of comparative politics and international affairs. The program is supervised by the political science faculty, and eight of the 10 courses required for the program involve seminars in that department. The two remaining courses are selected by the student from internationally oriented courses in the fields of business, economics, law, history and/or political science. Full-time students typically need one and one-half years to complete the program. Part-time study is also welcomed and accommodated by a schedule that convenes graduate classes either one evening per week during the regular semester,

or two evenings a week for a six-week term. The goals of the program are to allow students to pursue advanced understanding of world politics and to enhance their career options, particularly in international fields. The program also offers joint degrees in conjunction with the School of Law; interested students need to apply for admission to the relevant programs separately.

Financial Aid

The Political Science department annually awards a small number of scholarships to graduate students in the MAIR program. The Dean's Graduate Scholars scholarships range from \$5,000 to \$15,000 and are awarded based on academic achievement and promise. All students admitted to and enrolled in the program will be considered for scholarships. Priority is given to students applying for admission who submit all application materials by the following deadlines: March 15 for fall enrollment and October 1 for spring enrollment.

Requirements for the Degree

- Approval of courses by graduate director;
- 24 units of political science at the 500-level including Theories of International Relations (POL 570) and Comparative Politics (POL 550);
- Additional 6 units of relevant courses chosen from among political science, international relations, economics, history, business administration, or law. Under exceptional circumstances and with special graduate level adjustments, students may enroll in other relevant courses numbered 300 and above;
- Only one course with a grade of "C+", "C", or "C-" may count toward the degree;
- No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA; and,
- Satisfactory performance on a comprehensive examination in the final semester.

Courses and Seminars

POLS 506 POLITICAL IDEOLOGY / 3 UNITS

An investigation of the way in which theories of political life are applied in the real world. Special attention will be given to the major alternative approaches to political society, including authoritarianism, fascism, national socialism, communism, and liberal democracy. Students will explore topics such as utilitarianism, feminism, deep ecology, anarchy, social democracy and both national and international capitalism.

POLS 529 LAW OF THE SEA / 3 UNITS

A study of regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider maritime law from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries.

POLS 550 COMPARATIVE POLITICS / 3 UNITS

This course examines the major theoretical approaches to comparative politics as well as the political histories of individual countries. It is designed to introduce students to a variety of themes central to this field, including state-society relations, state capacity, the role of institutions, nationalism, cultural or ethnic pluralism, political culture, and democracy. This course is a degree requirement.

POLS 554 REVOLUTIONARY CHANGE / 3 UNITS

A comparative study of the revolutionary process focusing on the causes and political implications of revolutionary change. The conditions that influence the outcome of revolutions and the effects on the international system will also be examined.

POLS 555 POLITICS IN WESTERN EUROPE / 3 UNITS

An examination of the political cultures, institutions, and parties of the United Kingdom, France and Germany. Foreign and defense policies, including those relating to European integration, will receive special attention.

POLS 557 POLITICS IN LATIN AMERICA / 3 UNITS

This course uses a variety of theories to examine the dynamics of political and economic change in Latin America. Particular emphasis is placed on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

POLS 559 POLITICS IN THE MIDDLE EAST / 3 UNITS

A study of political developments in the Middle East with particular attention given to the contemporary era. The role of the Middle East in the international system will be assessed, especially security and economic dimensions.

POLS 560 POLITICS OF SUB-SAHARAN AFRICA / 3 UNITS

This course provides an in-depth analysis of political development in sub-Saharan Africa. It is designed to introduce students to the challenges African states have faced during the pre-colonial, colonial, and post-colonial eras. Particular emphasis is placed on how different countries have sought to develop strong institutions, democratic processes, and national integration in the context of scarce resources and civil conflict.

POLS 561 POLITICS IN SOUTH AFRICA / 3 UNITS

This course examines the major issues and challenges that face South Africa. The goal of the course is to introduce students to contemporary South African politics and to place the current political challenges into the broader historical context.

POLS 565 POLITICS IN RUSSIA / 3 UNITS

An examination of the political institutions and forces of change in Russia with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

POLS 566 POLITICS IN MEXICO / 3 UNITS

This course examines the trajectory of political development in Mexico from the twentieth century to the present. We will examine the Mexican Revolution, the origins of the dominant party system, the transition to democracy and current prospects for democratic and economic stability.

POLS 567 POLITICS IN JAPAN / 3 UNITS

An examination of post-war politics in Japan focusing on political institutions, major political actors, and mass and elite political behavior. Special attention is paid to issues of modernization, the evolution of Japanese political practices and Japan's changing democracy.

POLS 568 POLITICS IN CHINA / 3 UNITS

An examination of contemporary politics and issues including political institutions, the policy-making process, and citizen political behavior. Special attention is given to prospects for political reform in China.

POLS 570 THEORIES OF INTERNATIONAL RELATIONS / 3 UNITS

An examination of realist, neorealist, neoliberal, globalist, constructivist and normative theories of international relations and an inquiry into the relationship between theory and historical evidence. This course is a degree requirement.

POLS 571 AMERICAN FOREIGN POLICY / 3 UNITS

An examination of the challenges and opportunities facing American foreign policy in the 21st century, the institutional context of foreign policy decision-making, and the application of theories of international politics and foreign policy to the empirical analysis of contemporary American foreign policy.

POLS 572 RUSSIAN FOREIGN POLICY / 3 UNITS

An examination of Russian foreign policy focusing on competing institutions within the foreign policy establishments, changing security preoccupations, and the difficulties of realigning regional and global relationships in a structurally changed international system.

POLS 573 CHINESE FOREIGN POLICY / 3 UNITS

An analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with international actors will be examined.

POLS 574 U.S.-LATIN AMERICAN RELATIONS / 3 UNITS

An analysis of historical and contemporary relations between the U.S. and Latin America. Policy issues examined include trade, immigration, drug trafficking, military intervention, and relations with Cuba.

POLS 575 COMPARATIVE FOREIGN POLICY / 3 UNITS

An analysis of foreign policy-making with attention to the varying impact of political culture and political institutions.

POLS 576 U.S. NATIONAL SECURITY / 3 UNITS

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

POLS 577 REGIONAL SECURITY / 3 UNITS

This course examines security dynamics in four important regions of the world: West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. We address issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others.

POLS 578 TRANSNATIONAL CRIME AND TERRORISM / 3 UNITS

This course focuses on how the law enforcement community has responded to the unprecedented increase in crimes and terrorist acts that cross international borders. The course examines those factors that have led to this increase in transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the responses that have been developed to combat transnational crime, and the extent to which transnational crime threatens the national security interests of the United States and the world community.

POLS 579 BORDER POLITICS AND POLICY / 3 UNITS

An examination of U.S.-Mexican border politics and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course will also consider comparative border dynamics of other regions, such as U.S.-Canada, China-Russia, Spain-Morocco, and the European Union.

POLS 580 INTERNATIONAL POLITICAL ECONOMY / 3 UNITS

An examination of the international and national political strategies affecting economic growth and global distribution of wealth.

POLS 582 INTERNATIONAL HUMAN RIGHTS / 3 UNITS

A consideration of theoretical foundations, historical development, and applications of human rights in differing parts of the world. The seminar will focus on contending approaches to human rights.

POLS 583 INTERNATIONAL ORGANIZATIONS / 3 UNITS

An examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities.

POLS 594 TOPICS IN INTERNATIONAL RELATIONS / 3 UNITS

A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

POLS 599 RESEARCH PROJECT / 3 UNITS

Directed research for up to three units can be conducted under the supervision of one of the graduate faculty members in the Political Science department. Students must be at least halfway through the program, with a 3.5 GPA, and project proposals must be approved by the faculty sponsor, graduate adviser, and Dean of the College of Arts and Sciences before the beginning of the relevant semester.

Additional Requirements for Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINES	To guarantee consideration for financial aid and scholarships, applications must be received by March 15 for fall or Oct. 1 for spring enrollment.
MINIMUM GRADE POINT AVERAGE	3.10 (4.0 scale)
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test (no substitutions). Minimum of 500 on Verbal, 500 on Quantitative and 4.5 on Analytical.
REQUIRED COURSEWORK	At least 24 units of undergraduate coursework in political science, economics, and/or history, including courses in International Politics and American Government.
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS	None

Elective Courses

Students may take up to six units in elective credit from the course listings below. Under exceptional circumstances and with special graduate level adjustments, and approval of the graduate director, students may take other relevant courses numbered 300 and above.

Department of History

(each class is worth 3 units)

HIST 545	Topics in Military History
HIST 547	Topics in Modern Europe
HIST 548	Vietnam War
HIST 558	Topics in Modern World History
HIST 559	Topics in Modern Middle East
HIST 560	Topics in Latin American History
HIST 564	Topics in Asian History
HIST 567	Women in East Asia
HIST 568	Issues in Modern Africa
HIST 577	Topics in Foreign Relations
HIST 584	Topics in the History of Mexico

School of Law (units will vary)

Enrollment in law courses requires approval of the Law School.

LAW	European Union Law
LAW	European Legal Studies
LAW	International Arbitration
LAW	International Business Transactions
LAW	International Contracts
LAW	International Criminal Law
LAW	International Environmental Law
LAW	International Trade
LAW	Public International Law

School of Business Administration (units will vary)

Some of the graduate business classes listed here have prerequisites. In most cases the prerequisite courses will not count toward the MAIR degree. Only the Business School can waive a prerequisite requirement.

GSBA 507	Peace Through Commerce
GSBA 517	International Legal and Social Environment of Business
GSBA 523	International Financial Management
GSBA 532	International Comparative Management
GSBA 581	International Trade and Commerce
GSBA 582	Advanced International Business Negotiations
GSBA 585	Business Environment of Asia and the Pacific Rim
GSBA 587	Latin American Business Environment

School of Peace and Justice (each class is worth 3 units)

Enrollment in Peace and Justice courses requires approval of the School of Peace and Justice

PPJS 510	Religion and Conflict Transformation
PJS 550	Conflict Analysis, Prevention, and Resolution.
PJS 552	Conflict Resolution: Organizations & Communities
PJS 553	Conflict Resolution: Prevention and Peacebuilding
PJS 554	Gangs, Militias, and Slums: Urban Insecurity
PJS 556	International Negotiations
PJS 558	Peace and Justice in World Politics: Theory and Practice
PJS 564	Human Security, Rights and Development
PJS 572	Environmental Justice
PJS 574	Civil Society, Peacebuilding and Development
PJS 580	International Justice and Human Rights
PJS 582	Transitional Justice, Accountability Mechanisms, and Responding to Mass Atrocities

Master of Science in Marine Science

Ronald S. Kaufmann, Ph.D., GRADUATE PROGRAM
DIRECTOR, ASSOCIATE PROFESSOR, Pelagic and Benthic
Ecology

Michel A. Boudrias, Ph.D., ASSOCIATE PROFESSOR,
Locomotion, Benthic Ecology

Hugh I. Ellis, Ph.D., PROFESSOR, Avian Physiological
Ecology, Waterbirds

Sarah C. Gray, Ph.D., ASSOCIATE PROFESSOR,
Paleoclimatology, Sedimentology

Mary Sue Lowery, Ph.D., PROFESSOR, Fish Biochemistry
and Muscle Development

Nathalie B. Reyns, Ph.D., ASSISTANT PROFESSOR,
Biophysical Dispersal of Larvae, Fisheries Oceanography

Anne A. Sturz, Ph.D., PROFESSOR, Geochemistry, Vent
Geology

Drew Talley, Ph.D., ASSISTANT PROFESSOR, Coastal
Ecology, Habitat Connectivity

Zhi-Yong Yin, Ph.D., PROFESSOR, GIS and Remote Sensing,
Hydroclimatology

Adjunct Faculty

Frederick I. Archer, Ph.D.; Population Genetics and
Delphinid Fisheries (Southwest Fisheries Science Center)

Ann B. Bowles, Ph.D.; Bioacoustics (Hubbs-Sea World
Research Institute)

Mark Drawbridge, M.S.; Fish Hatcheries (Hubbs-Sea
World Research Institute)

Michael G. Hinton, Ph.D.; Pelagic Ecology, Population
Ecology, Statistics (Inter-American Tropical Tuna
Commission)

N. Chin Lai, Ph.D.; Physiology of Fish (Veterans
Administration; UC San Diego)

Russell D. Vetter, Ph.D.; Ecology, Evolution, and Molecular
Biology of Fish (Southwest Fisheries Science Center)

Alberto Zirino, Ph.D.; Marine Chemistry

USD's Department of Marine Science and Environmental Studies offers graduate work leading to the degree of Master of Science in Marine Science. This degree is based largely on research and is intended to provide graduate students with an opportunity to design experiments or observations that test hypotheses; to contribute new information to a knowledge base; and to learn to write in a way that facilitates scientific exchange. The program, which combines coursework and research, culminates in a written thesis. The program utilizes not only the excellent facilities at the University of San Diego's Shiley Center for Science and Technology, but those of some other nearby institutions, such as the Southwest Fisheries Science Center (National Marine Fisheries, NOAA), the Hubbs-Sea World Research Institute, and the Leon R. Hubbard Hatchery. Thesis committees may be headed by faculty listed on this page, as well as other scientists on and off campus. Committee members are drawn from the Marine Science faculty at USD, other science departments at USD, and senior research scientists at Southwest Fisheries Science Center and Hubbs-Sea World Research Institute. Students are encouraged to have one outside member on their thesis committee in order to take advantage of San Diego's rich community of ocean specialists.

USD faculty currently are involved in research in marine geochemistry, climatology, paleoclimatology, hydrology, oceanography, marine biology, locomotion and fluid dynamics, physiology, ecology and population genetics. Affiliated science faculty work in the areas of bioacoustics, aquaculture, molecular genetics, ecology and physiology. Although there are opportunities for graduate students who are interested in biology to work with a variety of invertebrate and vertebrate animals, as well as a more limited number of plants, applicants should think carefully about the functional areas of biology they wish to work in. Whether in the life sciences or physical sciences, local research opportunities abound: from the coasts and estuaries of San Diego County to offshore and island environments. The deserts of southern California, which include inland water bodies and former ocean basins, offer additional research possibilities. In some instances, research may focus on more distant areas. More information about faculty interests, graduate student thesis titles, and facilities is available through our Web site.

The Master of Science in Marine Science degree can serve as a terminal graduate degree prior to entry into the work force, an enhancement of skills for an existing job in a technical area or in education, or a step toward a Ph.D..

Recommended Program of Study

First Year

Semester I	Semester II
MARS 500 (2)	MARS 501 (4)
MARS 510 (4)	MARS 512 (4)
MARS 511 (4)	

Second Year

Semester I	Semester II
MARS 520 (3)	Elective (3)
Elective (3)	MARS 596 (3-5)*
MARS 596 (3-6)*	MARS 597 (1)*

*MARS 596 – Research and MARS 597 – Thesis may also be taken during the 12-week summer session.

Requirements for the Degree

I. Coursework (21 units)

MARS 500	Core Seminar I (2)
MARS 501	Core Seminar II (4)
MARS 510	Oceanography I (4)*
MARS 511	Oceanography II (4)*
MARS 512	Oceanography III (4)*
MARS 520	Statistics (3)

*Depending on student's previous coursework, one or more of the MARS 510-512 series may be waived.

II. Thesis (minimum 9 units)

MARS 596 – Research (0.5*-6)

A maximum of 14 units may count toward degree

MARS 597 – Thesis (0.5*-1)

A minimum of 1 unit must be applied toward degree

*Students may take these courses for 0.5 unit only after they have completed 32 units in the graduate program.

III. Electives or Additional Research (6 units)

Six additional units, consisting of elective courses (approved by thesis chair) or Research (MARS 596)

IV. Minimum Units

The minimum number of units required for graduation is 32; however, if the entire MARS 510-512 series is taken, the total units will add to 36.

A thesis committee of at least three members will be established during the second semester of enrollment. It will consist of at least one full-time USD faculty member and may include a member from an approved outside institution. The remaining members may be selected from USD or adjunct Marine Sciences faculty. The entire thesis committee will meet with the student semi-annually to assess progress and give advice. Following approval of the thesis proposal by both the graduate director and the thesis chair, and satisfaction of any deficiencies noted at

the time of admission to the program, the student will be recommended for candidacy by the thesis committee. Adequate progress will need to be made to maintain candidacy (see candidacy policy available from the graduate director). Additional courses related to the student's area may be required by the thesis chair (see also Thesis, page 49). All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed all program requirements except MARS 597 (Thesis), including all required courses, may enroll in 0.5 unit to remain active in the program.

Courses and Seminars

MARS 500 CORE SEMINAR I / 2 UNITS

An introduction to the infrastructure of the Marine Science graduate program and to those critical skills useful in graduate studies. Students will be exposed to a range of research areas through a series of seminars presented by the Marine Science faculty, allied university faculty in other departments, and scientists from other institutions. Students also will choose a thesis committee chair and develop a written preliminary plan for their own research in pursuit of the master's degree.

MARS 501 CORE SEMINAR II / 4 UNITS

During this seminar, students will learn how to develop questions that can be tested scientifically, design experiments that are amenable to statistical analysis, and collect data that are interpretable. Students will write a formal thesis proposal, which includes a review of pertinent literature, and present it orally to the assembled Marine Science faculty. They also will form their thesis committees. Successful completion of this seminar is a prerequisite for advancement to candidacy.

MARS 510 OCEANOGRAPHY I: GEOLOGICAL OCEANOGRAPHY / 4 UNITS

The origin and geologic history of the ocean basins, with a detailed investigation of the theory of plate tectonics, ocean sedimentation, and paleoceanography. Examination of how geological processes affect physical, chemical, and biological processes in the ocean will be emphasized. Students will present and discuss primary literature pertinent to the topics covered in the course. Three lectures and one laboratory per week. One cruise and one additional weekend field trip may be required. Prerequisites: a course in introductory geology, with laboratory, is recommended.

**MARS 511 OCEANOGRAPHY II: BIOLOGICAL
OCEANOGRAPHY / 4 UNITS**

Biological oceanography is covered from an integrated, functional perspective. Unifying themes will be factors that affect marine ecosystems and the relationship between environmental characteristics and biological communities. Nearshore, open ocean, and deep sea environments will be covered. Ecological, behavioral, physiological, and biochemical adaptations of marine organisms also will be considered. Primary literature, scientific writing, and experimental design will be emphasized. Three lectures and one laboratory per week. One cruise and additional field work may be required. Prerequisites: one year of general biology, with laboratory.

**MARS 512 OCEANOGRAPHY III: PHYSICAL CHEMICAL
OCEANOGRAPHY / 4 UNITS**

This course provides a proper background for graduate students in the physical and chemical aspects of the oceans. This course will focus on the large scale physical and chemical process in the oceans and how these processes influence the distribution of water masses and the chemical

composition of seawater. There will be discussions of surface and deep water circulation, waves, tides, air-sea interaction, and the distribution of dissolved constituents in seawater. Three lectures and one laboratory per week. Prerequisites: one year each of general chemistry and general physics, with laboratory; calculus; and one other course in oceanography.

MARS 520 STATISTICS / 3 UNITS

This course is intended to build on a basic understanding of statistical analysis gained at the undergraduate level. The course will review methods of hypothesis testing and the statistical tests most commonly used in oceanography. It will introduce multivariate techniques and modern non-parametric methods. The main emphasis will be experimental design and choosing the most appropriate methods of statistical analysis to answer specific questions. Students will learn how to use the statistical software package SPSS and will have the opportunity to work with their own data, if applicable. Three hours per week. Prerequisite: an undergraduate course in statistics approved by the instructor.

Additional Requirements For Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall (spring, only under special circumstances)
APPLICATION DEADLINE	Fall: applications received after April 1 cannot be guaranteed review
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TESTS	Graduate Record Examination (GRE) General Test; subject test in a science field (recommended)
REQUIRED COURSEWORK	Undergraduate major in a science; a minimum of one year each of chemistry and physics, and one semester each of biology and calculus Recommended: one course in geology Other courses required to correct deficiencies noted at the time of admission may be taken at USD but may not count toward the requirements for graduation
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Three letters of recommendation from science professors (additional non-academic letters may also be submitted) The application's Statement of Purpose should specifically address research interests which should be compatible with the work of the Marine Science core and adjunct faculty.

MARS 552 ELECTRON MICROSCOPY / 4 UNITS

An introduction to the theory, development, and operation of the electron microscope with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation and evaluation, and presentation of electron microscopic data.

MARS 562 BIOLOGY OF FISHES / 3 UNITS

Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Prerequisite: BIOL 300 or equivalent.

MARS 565 MARINE MAMMALS / 3 UNITS

An examination of the biology of whales, pinnipeds, and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. Three hours of lecture per week and at least two field trips on weekends. Prerequisites: one year of introductory biology and at least two upper-division courses in zoology or ecology.

MARS 567 DEEP-SEA BIOLOGY / 3 UNITS

This course explores the biology of organisms inhabiting the deep ocean, especially as their biology is influenced by the environment in which they live. Topics will include the physical, chemical, and geological setting; instrumentation used in deep-sea research; the systematics and ecology of deep-sea fauna; physiological and biochemical adaptations to the conditions in the deep ocean; and impacts of humans on the deep-sea environment. Three hours of lecture per week. Prerequisites: one year of introductory biology and at least two upper-division courses in ecology or zoology.

MARS 568 MARINE ECOLOGY / 3 UNITS

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthos. Lecture or seminar format. Prerequisite: upper-division ecology course or concurrent enrollment in BIOL 460.

MARS 571 NEAR SHORE PROCESSES / 3 UNITS

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include current and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Prerequisite: MARS 510 or equivalent.

MARS 574 HISTORY OF THE EARTH AND CLIMATE / 3 UNITS

A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change, and the scientific basis of global warming. Three hours of lecture per week.

MARS 578 BOUNDARY LAYER FLOW / 3 UNITS

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. The emphasis will be on smaller scales, in particular those with major biological implications. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological or geochemical aspects of the sediment-water interface. Three hours of lecture per week. Prerequisite: one year of introductory (calculus-based) physics or consent of instructor.

MARS 588 MICROPALAEONTOLOGY / 4 UNITS

A survey of the biostratigraphy, paleoceanography, evolution, and applications of microfossils. Special emphasis will be placed on radiolarian and foraminiferan microfossil groups. Includes field trips.

MARS 594 SPECIAL TOPICS / 2-4 UNITS

Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.

MARS 595 DIRECTED READINGS / 1-3 UNITS

Specific sets of readings tailored to address particular needs of a student. Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee. Typically, a maximum of 3 units may be used toward the degree requirements without consent of the director.

MARS 596 RESEARCH / 0.5-6 UNITS

Research toward the master's thesis. This research will be under the general supervision of a thesis adviser. No more than 3 units may be taken prior to candidacy. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year. (Rules for taking 0.5 unit may be found on page 64.)

MARS 597 THESIS / 0.5-1 UNITS

Independent writing of the thesis with consultation of the major adviser. Master's candidates must be enrolled in this course to turn in a thesis. It may be taken more than once, but only 1 unit will be counted toward the degree requirements. Prerequisite: Consent of the major professor. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year unless the student has successfully defended the thesis prior to the Colloquium. (Rules for taking 0.5 unit may be found on page 64.)

Undergraduate Courses

A maximum of 6 undergraduate units taken at the university may be applied to the graduate program. No course taken to fulfill an undergraduate deficiency may count toward the required units in the graduate program. The list below is not exhaustive; consult the graduate director. See the current Undergraduate Bulletin for course descriptions.

BIOL 350	Invertebrate Zoology (4)
BIOL 460	Ecology (4)
BIOL 466	Behavioral Ecology (4)
BIOL 477	Invertebrate Physiology (3)
BIOL 478	Vertebrate Physiology (3)
BIOL 482	Molecular Biology (4)
CHEM 331	Biochemistry (3)
CHEM 355	Environmental Chemistry (3)
ENVI 315	Geographic Information Systems (3)
ENVI 420	Introduction to Remote Sensing (3)
ENVI 485	Environmental Geology (4)
ENVI 487	Surface Water Hydrology (4)

Master of Arts in Pastoral Care and Counseling

A Cross-Disciplinary Program (PCAC, THEO, COUN, MFTS) housed in the Department of Theology and Religious Studies

Ellen Colangelo, Ph.D., COORDINATOR, Pastoral Care and Counseling Program

Collateral Faculty include designated faculty in the Departments of Theology and Religious Studies; Counseling, School of Education; Peace and Justice Studies and Marital and Family Therapy, School of Education

Program Description

The M.A. in Pastoral Care and Counseling is an interdisciplinary program designed to provide foundational skill development for the ministry of pastoral care and counseling. The program focuses on the provision of basic intervention and referral strategies for individuals, couples and families within the faith community.

The program utilizes a variety of learning models and emphasizes skill development in perception, cognitive and affective integration, practical application and theological or spiritual reflection. Students are challenged to integrate theory and practice, theology and ministry and the experience of faith with the complexities of living in a pluralistic society. Students who have previously earned a graduate degree in theology, ministry, or counseling may petition for a waiver of courses, but not unit requirements. All waivers and electives are subject to faculty approval.

The 42-unit curriculum emphasizes academic investigation and acquisition of appropriate skills in eight areas:

- Spiritual assessment;
- Moral or faith development;
- Behavioral observation or assessment;
- Interpersonal communication;
- Basic counseling skills;
- Professional identity and ethics;
- Organizational development; and,
- Theological reflection.

Upon completion of the degree requirements, graduates are prepared to engage in ministries of pastoral care assisting people in dealing with psycho-social and moral-religious issues in their personal lives. Skills acquired are based upon principles of practical theology and pastoral counseling which enable graduates to identify personal or relational concerns and to make appropriate professional referrals.

Graduates find service opportunities in a variety of settings, including local congregations, chaplaincy and campus ministry programs, hospitals, hospices, pastoral counseling centers, and other ministry-related institutions.

Professional Recognition

Though additional training and/or supervision hours may be required, program requirements are commensurate with the basic certification standards of a variety of pastoral care and counseling organizations including the Association of Professional Chaplains (APC), the National Association of Catholic Chaplains (NACC), and the American Association of Pastoral Counselors (AAPC).

AAPC Fellow Track

Students wishing to complete the required clinical supervision hours and coursework for certification as a Fellow in the American Association of Pastoral Counselors (AAPC) must complete 18 additional units including 6 units of Practicum (PCAC 592). This additional work will provide the required 1,375 hours of pastoral counseling and 250 hours of supervision.

Requirements for the PCAC Degree (42 Units)

1. Theology (9 units)

Selected in consultation with PCAC Coordinator

2. MFTS and Counseling Theory (12 units)

For full descriptions of MFTS and Counseling courses, see page 179 and page 149.

COUN 525 Group Dynamics (3)

MFTS 528 Psychopathology (3)

MFTS 533 Family Studies (3)

MFTS 546 Couples Therapy (3)

3. Pastoral Care and Counseling (17-19 units)

PCAC 515 Personality Development (3)

PCAC 516 Professional Ethics in Ministry (1)

PCAC 517 Psychology of Religious Experience (3)

PCAC 587 Professional Topics in Pastoral Care and Counseling (1-3)

PCAC 590 Pastoral Care and Counseling: Integration Seminar (3)

PCAC 592 Pastoral Care and Counseling: Practicum (3)

Note: Students who have an approved background in psychology may substitute COUN 563 for PCAC 515.

4. Electives (2-4 units)

At least 2 units of course or practicum work in an area to be selected in consultation with the PCAC Coordinator.

5. Completion of a minimum two-semester practicum (3 units each semester) at an approved site, usually in conjunction with enrollment in PCAC 592.
6. Comprehensive integration paper in which students demonstrate an understanding of pastoral care and counseling skills and an approach to their ministries which is psychologically sound and theologically enlightened. The paper cannot be submitted before the final semester of study and must be completed before a student can graduate.
7. Students are encouraged and, at the discretion of the PCAC Coordinator, may be required to take 1 unit of Clinical Pastoral Education or give evidence of some other personal growth experience (e.g., spiritual direction, group or individual counseling).
8. Students must maintain a minimum GPA of 3.0 in order to complete the program.

Certificate of Advanced Study (CAS)

Purpose

The Certificate of Advanced Study (CAS) offers graduate-level coursework in practical theology and pastoral counseling along with supervised practicum experience and in-depth supervision for counseling professionals as well as for clergy who wish to enhance their skills by deepening their understanding of the integration of the behavioral sciences and theology.

Benefit of the Certificate for Professionals

In addition to the pastoral counseling skills and theological education offered by the program, student's

375 hours of supervised practicum can satisfy an important requirement for their admission into the American Association of Pastoral Counselors.

Admission

Admission to the CAS program requires a graduate degree in counseling or a closely related field; evidence of religious identification and personal study in the areas of psychology, theology, and religion; submission of completed application form including academic transcripts and three letters of reference; and an interview with the PCAC coordinator.

Requirements

Course requirements for the completion of the certificate include: 18 units in practical theology and pastoral counseling and a supervised practicum of 375 hours, with courses and practicum designed to meet the individual needs, level of proficiency, and professional interests of the student. These courses may be taken for academic credit or may be audited.

Requirements for the CAS (18 units)

1. Core Requirements (12 units)
 - THEO 534 Faith: Developmental Perspectives (3)
 - PCAC 517 Psychology of Religious Experience (3)
 - PCAC 590 Integration Seminar (3)
 - Two Semesters PCAC 592 – Pastoral Counseling Practicum (6)
2. Elective Options (6 units)
 - Theology electives chosen in consultation with PCAC Faculty Coordinator

Certificate in Spiritual Direction

Pastoral Care and Counseling students and CAS students may elect to earn the Certificate in Spiritual Direction while they are completing the requirements for their respective academic programs. The curriculum for this certificate includes four courses which must be taken in sequence. This certificate is offered in collaboration with the USD Center for Christian Spirituality.

Courses I and II, described below, are taken for continuing education credit granted by USD and are prerequisites for the second two courses. Students who wish to continue to the Practicum level (Courses III and IV) must be accepted into this level by the Director of the Center for Christian Spirituality and by their academic adviser in the PCAC program. With permission of one's academic adviser, these two courses may be taken for USD academic credit and applied to the unit requirements for their academic program at USD.

Additional Requirements for Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	Rolling Admissions
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in the last 50 percent of baccalaureate coursework
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSEWORK	None
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS	<p>Evidence of academic and professional experience in some facet of ministry or pastoral theology</p> <p>Current affiliation with an institutionally-endorsed ministry is recommended</p> <p>Interview with Pastoral Care and Counseling Coordinator when application is submitted;</p> <p>Autobiography, in addition to narrative required on application (Please consult with the PCAC Coordinator)</p>

Courses I and II will be offered during the Fall (Course I) and Spring (Course II) of academic year

2005-2006. Courses III and IV will be offered during the Fall (Course III) and Spring (Course IV) of academic year 2006-2007.

Courses

Course I – Introduction to Spiritual Direction

An overview of spiritual direction, its history, components, and various models.

Course II – Traditions in Spiritual Direction

An in-depth examination of two classic models of spiritual direction: Ignatian and Carmelite. Several other spiritualities are also studied.

Course III – Practicum in Spiritual Direction

See PCAC 597 course description

Course IV – Advanced Practicum in Spiritual Direction

See PCAC 598 course description

Admission Requirements

1. Applicants must have adequate knowledge of Scripture and theology. They must also be able to document extended experience with receiving spiritual direction. The fulfillment of these admission requirements are determined in consultation with the program instructors.
2. Submission of a letter of interest which includes biographical data, reasons for applying to the program and information about the applicant's background in spiritual direction.
3. Submission of a letter of sponsorship from an institution or agent who can testify to the applicant's ability to offer spiritual direction and who is willing to provide a setting for the student to complete his or her spiritual direction practicum (Course III and Course IV).
4. Submission of two letters of recommendation: one from a person familiar with spiritual direction (e.g., pastor, religious superior, or supervisor); one from a colleague who has worked with the applicant in ministry.
5. Personal interview with a program instructor to assess the applicant's suitability for spiritual direction ministry. Assessment will continue throughout the certificate program to determine whether the student may progress to the next course.

Application

PCAC or CAS students who elect to earn the Certificate in Spiritual Direction should first consult with their USD academic adviser. Once it is mutually determined that a student appears to be a qualified applicant for the certificate, he or she will be put in contact with the director of the Center for Christian Spirituality. It should be noted, however, that the spiritual direction admission committee from the center makes the final decision regarding the student's acceptance into this program.

Courses and Seminars

PCAC 515 PERSONALITY DEVELOPMENT / 3 UNITS

A comparative study of personality theories. Students are also encouraged to begin developing their own theory of personality. The goal of this course is to help students improve their understanding of those to whom they minister.

PCAC 516 PROFESSIONAL ETHICS IN MINISTRY / 1 UNIT

A study of the complex ethical issues arising in the helping professions with an emphasis on providing insight into issues of integrity in ministry.

PCAC 517 PSYCHOLOGY OF RELIGIOUS EXPERIENCE / 3 UNITS

A study of the interface of psychological and religious themes in the works of writers such as Freud, Jung, Fromm, and Buber. The course includes current research deriving from these theories and the application of these insights to pastoral care and counseling.

PCAC 587 PROFESSIONAL TOPICS IN PASTORAL CARE AND COUNSELING / 1-3 UNITS

An investigation of selected issues of importance to pastoral counseling professionals. Topics include, but are not restricted to: assessment methods, gender studies, cultural sensitivity in therapy, substance abuse issues, human sexuality, counseling the terminally ill, counseling the elderly patient, alternative theories of psychotherapy, abusive relationships and marriage or family issues.

PCAC 590 PASTORAL CARE AND COUNSELING: INTEGRATION SEMINAR / 3 UNITS

The theory and practice of pastoral counseling with an emphasis on the development of basic communication and counseling skills and the integration of behavioral science and religion.

**PCAC 592 PASTORAL CARE AND COUNSELING:
PRACTICUM / 3 UNITS**

Weekly on-campus seminars plus supervised fieldwork at an approved site where students gain experience in pastoral care and counseling. Pass/Fail grading option only. Prerequisite: PCAC 590. PCAC 592 may be repeated for up to 12 units.

PCAC 595 CLINICAL PASTORAL EDUCATION / 3 UNITS

An intensive 10-week (400-hour) internship program in which students learn and reflect upon the skills required for effective ministry in a number of specialized settings including hospitals, parishes, prisons, family clinics, hospices, and community organizations serving HIV or AIDS patients, the homeless, the mentally ill, and the homebound. Utilizing didactic seminars, group process, and individual supervision, the program offers students internship experience and provides them with a theological perspective for understanding the issues that arise from this experience. This course is offered in collaboration with one of the Clinical Pastoral Education centers in San Diego. Pass/Fail grading option only. Prerequisites: Permission of student's academic adviser and prior acceptance into an approved CPE program. Students who anticipate enrolling for this course should, therefore, begin the advisement and application process at least one semester before their planned registration for PCAC 595. May be repeated with permission of the PCC Coordinator.

**PCAC 597 PRACTICUM IN SPIRITUAL DIRECTION /
3 UNITS**

The practicum involves students in doing spiritual direction with five directees, their own personal spiritual direction, individual supervision, and weekly on-campus seminars which include group supervision of interns' practicum experiences and discussion of particular issues in spiritual direction. Pass/Fail grading option only. Prerequisites: Successful completion of the first two courses in the Spiritual Direction Certificate Program (non-credit), permission of the student's academic adviser, and acceptance into the Practicum-level of the Certificate Program by the program instructors from the Center for Christian Spirituality.

**PCAC 598 ADVANCED PRACTICUM IN SPIRITUAL
DIRECTION / 3 UNITS**

The Advanced Practicum continues and deepens the process of supervision and discussion of issues in spiritual direction. Pass/Fail grading option only. Prerequisites: Successful completion of PCAC 597, permission of the student's academic adviser, and acceptance into the course

by the program instructors from the Center for Christian Spirituality.

PCAC 599 DIRECTED RESEARCH / 1-3 UNITS

An opportunity for students to research a topic of particular interest to them and to write a substantive paper on this topic. Prerequisite: Permission of the PCAC coordinator and approval of the faculty member who agrees to supervise the project.



School of Business Administration

School of Business Administration

Administration

David F. Pyke, Ph.D., DEAN

C. David Light, Ph.D., ASSOCIATE DEAN

Stephen Standifird, Ph.D., ASSOCIATE DEAN

Carmen M. Barcena, Ed.D., ASSISTANT DEAN

David Bergheim, M.B.A., DIRECTOR, Marketing

Alyssa May, M.B.A.(c.), ASSOCIATE DIRECTOR, Marketing
& Alumni Relations

Liz Mueller, M.B.A., DIRECTOR, Development

Tom Dalton, Ph.D., DIRECTOR, Undergraduate Business
Programs

Jewel Leonard, J.D., ASSISTANT DIRECTOR,
Undergraduate Business Programs

Jane Usatin, Ph.D., DIRECTOR, Outcomes Assessment

Graduate Programs

Master of Science in Accountancy

Diane D. Pattison, Ph.D., ACADEMIC DIRECTOR

Master of Business Administration and
International Business Administration

Manzur Rahman, Ph.D., ACADEMIC DIRECTOR

Kacy Kilner, M.S., Ph.D.(c.), DIRECTOR, Admissions

Reyna Brook, M.B.A., CAREER SERVICES MANAGER

Tom Every, M.B.A., MBA PROGRAM MANAGER

Master of Science in Executive Leadership

Dennis Zocco, Ph.D., ACADEMIC DIRECTOR

Master of Science in Global Leadership

Bob Schoultz, M.A., ADMINISTRATIVE DIRECTOR

Stephanie Kiesel, M.B.A., J.D.(c.), ASSISTANT DIRECTOR,
M.S.G.L.

John Ruzicka, M.S., ASSISTANT DIRECTOR, Marketing
and Program Development

Sam Chung, MBA, ASSISTANT DIRECTOR, Distance
Education

Master of Science in Real Estate

Norm G. Miller, Ph.D., ACADEMIC DIRECTOR

Ines A. Kraft, Ph.D., ADMINISTRATIVE DIRECTOR

Master of Science in Supply Chain Management

Simon Croom, Ph.D., ACADEMIC DIRECTOR

Centers and Institutes

Accountancy Institute

www.sandiego.edu/accountancy

Diane D. Pattison, Ph.D., ACADEMIC DIRECTOR

Ahlers Center for International Business

www.sandiego.edu/ahlers

Denise Dimon, Ph.D., DIRECTOR

Burnham-Moores Center for Real Estate

www.usdrealstate.com

Mark J. Riedy, Ph.D., EXECUTIVE DIRECTOR

Supply Chain Management Institute

www.sandiego.edu/scmi

Simon Croom, Ph.D., EXECUTIVE DIRECTOR

Kerry Kilber Rebman, ADMINISTRATIVE DIRECTOR

Faculty

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Linda B. Barkacs, J.D., M.B.A.

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Stephen Conroy, Ph.D.

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N. Ellen Cook, Ph.D.

Simon Croom, Ph.D.

Thomas M. Dalton, Ph.D., C.P.A.

Shreesh D. Deshpande, Ph.D.

Denise Dimon, Ph.D.

Kokila Doshi, Ph.D.

Kristine Ehrich, Ph.D.

Seth R. Ellis, Ph.D.

Alan Gin, Ph.D.

John D. Hanson, Ph.D.

Donald L. Helmich, Ph.D.

Charles F. Holt, Ph.D.

Judith A. Hora, Ph.D., C.P.A.

Johanna Steggert Hunsaker, Ph.D.

Phillip L. Hunsaker, D.B.A.

Robert R. Johnson, Ph.D.

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Maria Kniazeva, Ph.D.

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 Barbara A. Lougee, Ph.D.
 Alyson Ma, Ph.D.
 Loren L. Margheim, Ph.D., C.P.A.
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 Norm Miller, Ph.D.
 Thomas O. Morris, Ph.D.
 Andrew Narwold, Ph.D.
 Diane D. Pattison, Ph.D.
 Cynthia M. Pavett, Ph.D.
 Johan Perols, Ph.D., C.P.A.
 James T. Perry, Ph.D.
 Mario J. Picconi, Ph.D.
 David Pyke, Ph.D.
 Manzur Rahman, Ph.D.
 Ryan Ratcliff, Ph.D.
 Eugene J. Rathswohl, Ph.D.
 Carl Rebman, Jr., Ph.D.
 Mark Riedy, Ph.D.
 Daniel A. Rivetti, D.B.A.
 Miriam Rothman, Ph.D.
 Jonathan Sandy, Ph.D.
 James Smith, J.D., Ph.D.
 Tyagarajan N. Somasundaram, Ph.D.
 Helder Sebastiao, Ph.D.(c.)
 Stephen Standifird, Ph.D.
 Steven Sumner, Ph.D.
 Marko Svetina, Ph.D.
 Charles J. Teplitz, D.B.A.
 Charles C. Tu, Ph.D., C.F.A.
 Vicente A. Vargas, Ph.D.
 Gary G. Whitney, Ph.D.
 Barbara Withers, Ph.D.
 Dirk S. Yandell, Ph.D.
 Carsten Zimmermann, Ph.D.
 Dennis Zocco, Ph.D.

Mission Statement

We develop socially responsible business leaders with a global outlook through academically rigorous, relevant, and values-based education and research.

Program Descriptions

The Master of Science in Accountancy (M.A.C.C.) is a flexible, multiple track 30-unit program designed to meet the needs of a broad range of professionals, including those who seek to meeting the 150-hour requirement to become a C.P.A.. Each course meets over a concentrated five-week term, which enables students to accelerate their course of study to fit their learning or professional needs.

The Master of Science in Taxation (M.T.A.X.) is a 30-unit program that is designed to provide skills needed by tax accountants. It is a specialized program that includes skills needed to begin a career as a tax accountant as well as skills needed to progress to mid- and upper- level tax positions.

The Master of Business Administration (M.B.A.) encompasses 50 units of academic study. The full-time M.B.A. is a cohort based program starting each fall and can be completed in 16 months. The evening M.B.A. program can be completed in 2 1/2 years, with students going part-time and taking evening courses. The program can be started in the spring and fall semester. A thesis is not required and there are no comprehensive examinations. No specific undergraduate course prerequisites or fields of concentration are required.

The International Master of Business Administration (I.M.B.A.) encompasses 50 units of academic study. The I.M.B.A. begins as a cohort based program and can be completed in 12 or 16 months. The program incorporates several opportunities for overseas study.

The Master of Science in Executive Leadership (M.S.E.L.) is designed for senior executives and those aspiring to positions of seniority within their organizations. Offered in alliance with the Ken Blanchard Companies, a globally-recognized provider of leadership development, this innovative program combines the best of contemporary leadership practices with interdisciplinary business skills and knowledge. The M.S.E.L. is comprised of 36 units of academic study delivered in an executive education format. The program is a cohort-based program where all students progress together through a series of 15 courses in slightly less than two years.

The Master of Science in Global Leadership (M.S.G.L.) program is designed for high-performing mid-level executives who have an established track record of success

within their specific occupation. The M.S.G.L. is comprised of 31 units and is organized into class cohorts. Originally created to meet the needs of military officers with global responsibilities, this degree provides the academic foundation for both military and industrial leaders who seek to demonstrate effective leadership and management skills in the changing global arena.

The Master of Science in Real Estate (M.S.R.E.) degree offers a 10-month, 32-unit curriculum that develops the specialized skills needed by real estate professionals through an interactive approach. The program provides students with the leadership, communication and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs.

The ISM Approved Master of Science in Supply Chain Management (M.S.-S.C.M.) is a Web-based program designed for high-performing managers and executives who have an established track record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability. This 36-unit program is offered online in a lock-step, cohort-based format and requires 26 months for completion.

Centers and Institutes

John Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at the University of San Diego. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students and the business community. These programs have resulted in faculty with international expertise who offer a variety of international courses and perspectives to students who are interested and experienced in international business. The programs have also created a strong network with international business leaders. These activities link faculty, students and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

One activity of the Ahlers Center is the sponsorship and coordination of study abroad programs during Intersession and Summer Sessions. These programs provide graduate business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a center of excellence in international business at the University of San Diego that permeates throughout the curriculum and into a variety of programs. For additional information about the Ahlers Center for International Business, go to www.sandiego.edu/ahlers.

Burnham-Moores Center for Real Estate

As a Center of Excellence within the University of San Diego's School of Business Administration, the Burnham-Moores Center's mission is to deliver outstanding education, industry outreach, career services and cutting-edge research to advance socially responsible leadership in real estate.

The Burnham-Moores Center for Real Estate provides course offerings to real estate professionals at all levels of career development through various academic programs. World-class faculty, coupled with an extensive network of industry contacts, provides students with a one-of-a-kind educational experience that positions them for success. Programs offered include a continuing education Certificate In Real Estate Finance, Investments and Development and a Certificate In Land Use and Sustainable Community Development.

Each year, the Center brings together over 2,000 industry and civic professionals through numerous conferences. Flagship events include an Annual Real Estate Conference, a Residential Real Estate Conference and a distinguished lecture series, Breakfast at the BMC, which features top industry professionals.

The Burnham-Moores Center has unparalleled connections with the San Diego real estate community and beyond. Each year, more than 100 industry professionals serve as guest lecturers in undergraduate, graduate and continuing education classes. Four Policy Advisory Board committees are made up of over 100 senior real estate professionals, who provide invaluable services to students through internships, mentorships and job opportunities. For additional information about the Burnham-Moores Center for Real Estate, go to www.usdrealestate.com.

Accountancy Institute

The Accountancy Institute was created to serve the educational professional needs of the San Diego accounting community. The institute offers a variety of personalized educational opportunities including the tax boot camp, a certificate in financial planning, and other continuing professional education programs.

These, as well as other networking and personal growth opportunities, are available to our current students, our alumni, and other San Diego professionals from the accounting community. The University of San Diego Accountancy Institute's commitment to personalized leadership and ethics continues through our variety of professional opportunities offered by our faculty.

Supply Chain Management Institute

The Supply Chain Management Institute (SCMI) is committed to the development of leading edge strategies and techniques in integrated supply, operations, and logistics management. SCMI focuses its efforts on three areas: world-class education, collaborative relationships and applied research. The institute disseminates its insight and practices through annual forums. In striving to be the preferred source for individuals and companies seeking executive-level supply chain management education, SCMI supports a Web-based Graduate Certificate in Supply Chain Management and a Web-based Master of Science in Supply Chain Management. The institute also supports the resident Master of Business Administration by providing an emphasis in Supply Chain Management.

SCMI provides students with opportunities to learn from leading practitioners in supply chain management. The institute also assists students and alumni with career placement through its annual job fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division of the institute, the Supply Chain Management Association (SCMA), also organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations. The alumni division of the institute, the Supply Chain Management Alumni Association (SCMAA), provides a supply chain management focused platform where associated members collaborate, exchange innovative ideas, share industry leading practices, and network with industry professionals in a setting that promotes social responsibility as well as personal and professional growth.

SCMI is dedicated to building wide practitioner, academic, alumni and student networks into a vibrant community of leading-edge practice. For additional information, go to www.sandiego.edu/scmi.

General Requirements

Students must complete all course requirements with an overall grade point average of at least 3.0 on a 4.0 scale. Use of the grades "A+" and "D" is not permitted in the graduate business programs. Also see page 48 for policies on academic probation and disqualification.

Transfer of Graduate Credit

Transfer of credit pertains to equivalent graduate courses completed at another accredited university or in another graduate program at USD, while the student is enrolled in a USD graduate business program. Petitions for transfer of credit must be approved prior to the course being taken. No more than 6 semester-units may be transferred into the M.B.A. or I.M.B.A. graduate programs. While USD is not Jesuit, it participates in the Association of Jesuit Colleges and Universities (AJCU) agreement to accept qualified students who have been accepted as fully-matriculating from any other participating AJCU member institution.

Non-Degree Special Students

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for special student status and may, with permission of the Office of Graduate Admissions and the department or school involved, take up to 6 units of coursework offered by the University of San Diego graduate programs. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the school in which the course is being offered. Some, but not all, departments will consider admission as a special student while the applicant is in the process of filing application documents. Admission and enrollment as a special student in no way obligates the department to admit an otherwise unqualified applicant. Special students may be prohibited from enrolling in specific courses.

Course Prerequisites

Students are responsible for meeting all course prerequisites prior to enrollment in each course.

Responsibility of Students

Students enrolled in all programs are responsible for adhering to all regulations, schedules, and deadlines outlined in this section, in the introductory sections of this Bulletin, and in any handbooks, contracts, or guideline sheets pertinent to this program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's adviser.

Waiver Administration and Conditions for Waiver

Core courses GSBA 502-506, 510-511 and 516 in the M.B.A. or I.M.B.A. program may be waived only by examination if the administrative director agrees that a sufficient knowledge base exists to warrant giving the examination. Waiver by examination may be attempted only once per course and does not reduce the total number of units. A nonrefundable fee of \$100 is charged for each examination for waiver. Contact the graduate office at (619) 260-4840.

Master of Business Administration

The School of Business Administration has been a leader in offering relevant, personalized management education for more than 30 years. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (M.B.A.) program. USD's business programs are professionally accredited by AACSB International – The Association for the Advancement of Collegiate Schools of Business at both the graduate and undergraduate levels.

The M.B.A. program at USD develops socially responsible leaders and provides them with the analytical tools to make thoughtful business decisions. The M.B.A. curriculum includes core management courses and

Additional Requirements for Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Full-time M.B.A., I.M.B.A.: Fall Evening M.B.A.: Fall, Spring M.A.C.C.: Fall, Spring, Summer M.T.A.X. Fall, Spring M.S.E.L.: M.S.R.E.: Fall M.S.G.L.: January, May, September M.S.-S.C.M.: Fall, Spring
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale)
STANDARDIZED ADMISSION TEST	GMAT TOEFL - International applicants only (minimum score of 92/237/580 required); See English Proficiency and International Student Applicants, page 36 and page 35
REQUIRED COURSEWORK	No specific undergraduate coursework required
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS FOR M.B.A., I.M.B.A., M.S.G.L., M.S.R.E.	Two appraisal forms or letters of recommendation. At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years of full-time work experience; additional consideration may be given to candidates with substantial business experience. Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).

electives, socially responsible leadership development and practical enrichment programming. Emphasis is placed on established best practices of business, as well as applied research and hands-on experiences aimed at expanding the knowledge base and career options of the program's graduates.

Faculty employ a mixture of lecture-discussion, case studies, cutting-edge technology, practical field projects, and business simulations in the classroom and course assignments. The small classes and personalized attention foster a supportive environment that stresses strategic thinking and collaborative teamwork. The end result is a rigorous academic experience in which graduates emerge with a mastery of analytical techniques and an understanding of how to apply business theory to solve real-world problems for their companies and society.

The M.B.A. program offers a full-time, cohort-based program starting in the fall of each year. In addition, there is the Evening M.B.A. program where students can pace their schedule to adjust to their busy lifestyle. The program starts in both the fall and spring semesters. Attending on a part-time basis in this program allows for completion in approximately 2 1/2 years. Courses in both programs are offered year-round and include varied elective offerings, internships, speakers' series, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

With the approval of the director and subject to the program requirements of specific areas of emphasis, students may take as electives a maximum of 6 units of coursework from the USD School of Law or other USD graduate programs.

Requirements for the M.B.A. Degree

I. Socially Responsible Leadership Development (9 units)

- GSBA 501 Ethical Leadership and Organizational Behavior (3) (must be taken first semester)
- GSBA 507 Peace Through Commerce (2) (501 or concurrent)
- GSBA 508 Legal and Social Environment of Global Business (2) (501 or concurrent)
- GSBA 513 Corporate Governance and Values (2) (505)

II. Management Core (21 units)

- GSBA 502 Statistics for Managers (2) (501 or concurrent)
- GSBA 503 Fundamentals of Business Economics (2) (501 or concurrent)

- GSBA 504 Marketing for Managers (3) (501 or concurrent)
- GSBA 505 Financial Management and Analysis (3) (502, 510)
- GSBA 506 Operations and the Global Supply Chain (3) (502)
- GSBA 509 Managerial Economics and Decision Making (3) (502, 503, 510)
- GSBA 510 Financial Accounting and Statement Analysis (3) (501 or concurrent)
- GSBA 511 Managerial Accounting (2) (510)

III. Integration and Application of Business Techniques (5 or 8 units)

- GSBA 512 Negotiations (2) (501 or concurrent)

Take one of the following:

- GSBA 590 Strategic Management (3) (taken in last semester)
- GSBA 591 International Strategic Management (3) (taken in last semester)
- GSBA 592 Strategy Simulation(3) (with approval of instructor)

And take one of the following (this requirement is only for the full-time cohort M.B.A. Program):

- GSBA 595 Business Consulting Project (3) (taken in last semester)
- GSBA 593 International Practicum (3) (minimum of four of the following courses 503, 504, 510, 511 or 505, 506, 507, 509, 516 along with consent of adviser)

IV. Program Electives (12 or 15 units)

Courses at USD: There are a wide variety of elective courses. You may also select a concentration by focusing electives in particular areas of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the School of Business Administration, permission must also be obtained from the director of the graduate program. See the appropriate section of this Bulletin or the School of Law Bulletin for information about course offerings outside the School of Business Administration. Prerequisites for all elective courses must be observed.

Courses Abroad: Electives (as well as the international courses) can be taken in the study abroad programs sponsored by the John Ahlers Center for International Business. These courses can also be taken at one of our partner universities for a semester study abroad experience.

Program electives may be used to fulfill emphasis requirements and may count towards more than one emphasis.

V. Community Service Requirement

Two business related community service activities

Total Units for the M.B.A.: 50

Areas of Elective Emphasis

Students in the M.B.A. program may focus their electives on one or more areas of emphasis by meeting the requirements indicated below.

Management Emphasis

Completion of courses towards the Management Emphasis will provide students with the knowledge and skills necessary to pursue career opportunities in human resources, project, program and organizational change management. The Management Emphasis allows students to concentrate their electives in the management area to gain additional expertise in the field beyond the core business courses.

The Management emphasis requires 6 or more additional units in management (in addition to GSBA 500, 501, 512, 595 and 590):

- GSBA 530 Human Resources Management (3)
(501 or 515)
- GSBA 532 International Comparative Management (2)
(501 or 515)
- GSBA 533 Organization Change and Design (2)
(501 or 515)
- GSBA 534 Values, Ethics, and Corporate Culture (3)
(501 or 515)
- GSBA 535 Interpersonal and Group Dynamics (3)
(501 or 515)
- GSBA 536 Executive Career Development (1)
(501 or 515)
- GSBA 537 Entrepreneurship (3) (511)
- GSBA 539 Power and Politics in Organizations (3)
(501 or 515)

Marketing Emphasis

Completion of courses towards the Marketing Emphasis will provide students with the requisite knowledge and skill set to pursue career opportunities in marketing, product development, market and many other areas in the Marketing field. Additional career opportunities include multinational marketing management, advertising and public relations.

The Marketing emphasis requires 8 or more additional units in marketing:

- GSBA 550 Marketing Research (3) (504 or 516)
- GSBA 551 Seminar in Consumer Behavior (3)
(504 or 516)

- GSBA 552 Promotional Strategy (3) (504 or 516)
- GSBA 553 Seminar in Global Marketing (2) (504 or 516)
- GSBA 554 Strategic Marketing (3) (504 or 516)
- GSBA 555 Services Marketing (3) (504 or 516)
- GSBA 556 New Product Development (3) (504 or 516)
- GSBA 558 High Technology Marketing (3) (504 or 516)

Finance Emphasis

Completion of courses towards the Finance Emphasis will provide students with the requisite knowledge and skill set to pursue career opportunities in corporate finance, the financial services industry and in venture capital finance. Additional career opportunities include multinational financial management and investment analysis.

The Finance Emphasis requires 8 or more additional units in Finance:

- GSBA 520 Seminar in Financial Management (3) (505)
- GSBA 521 Seminar in Investments (3) (505)
- GSBA 522 Advanced Seminar in Finance and Investments (2) (505)
- GSBA 523 International Financial Management (3) (505)
- GSBA 524 Financial Management for New Ventures (3) (505)
- GSBA 525 Commercial Real Estate Finance and Investment (3) (505)
- GSBA 526 Real Estate Markets, Financing, and Institutions (3) (505)
- GSBA 528 Business Cycles and Forecasting (3)
(502 and 503)

International Business Emphasis

The International Business emphasis offers the M.B.A. student the opportunity to gain international expertise by selecting electives that emphasize international topics. The need for managers with a global perspective continues to grow as international trade and overseas markets become increasingly important.

The International Business emphasis requires 6 or more additional units in international business:

- GSBA 523 International Financial Management (3) (505)
- GSBA 532 International Comparative Management (2)
(501 or 515)
- GSBA 533 Organization Change and Design (2) (501 or 515)
- GSBA 553 Seminar in Global Marketing (2) (504 or 516)
- GSBA 581 International Trade and Commerce (2) (503)
- GSBA 582 International Business Negotiations (2) (512)
- GSBA 585 Business Environment of Asia and the Pacific Rim (2) (501 or 515)
- GSBA 586 Europe in the Global Economy (2)
(501 or 515)

GSBA 587 Latin American Business Environment (2)
(501 or 515)

GSBA 597 International Studies

Real Estate Emphasis

The Real Estate emphasis offers students the opportunity to focus their elective options on the fast-paced world of real estate. The combination of academic rigor with the opportunity to meet some of the region's top real estate professionals in San Diego provides real estate-emphasis students with a unique learning experience. Graduate real estate students are invited to all of the Burnham-Moores Center for Real Estate industry events including several major conferences each year, which are attended by hundreds of industry professionals. Through classes, research and industry partnerships, including those on sustainability, the Burnham-Moores Center for Real Estate creates a culture of leadership and teamwork that extends far into the real estate community. The Real Estate emphasis requires six or more units in real estate (select two from the three below):

GSBA 525 Commercial Real Estate Finance and Investment (3) (505)

GSBA 526 Real Estate Markets, Financing, and Institutions (3) (505)

GSBA 527 Real Estate Law, Ethics and Public Policy (3) (505)

Supply Chain Management Emphasis

Supply Chain Management is a core competency at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers, and their suppliers. Supply chain management focuses on the design, development, and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services, and technology which optimizes end customer satisfaction. The program integrates three key legs: supply management, logistics and operations. Students also will be able to participate in the activities of the Supply Chain Management Institute.

The Supply Chain Management emphasis requires 6 or more units in supply chain (select two from the three below):

GSBA 560 Supply Chain Systems (3) (506)

GSBA 561 Supply Management (3) (506)

GSBA 562 Strategic Cost Management (3) (511 may be taken concurrently)

GSBA 594 Sustainable Global Supply Chains (2) (506)

Venture Management Emphasis

The New Venture Management emphasis is intended for students interested in understanding the skills required to successfully launch and manage new ventures in entrepreneurial or corporate organizational settings. Each course in this emphasis addresses strategies and managerial actions required for the successful exploitation of opportunities that deliver above-average returns to the organization and its investors.

Students pursuing this emphasis are required to complete two of the courses listed below (for a total of 6 units), and must observe all prerequisites (in parentheses).

GSBA 524 Financial Management for New Ventures (3) (505)

GSBA 537 Entrepreneurship (3) (505 and 511)

GSBA 556 New Product Development (3) (504 or 516)

GSBA 558 High Technology Marketing (3) (504 or 516)

Corporate Social Responsibility and Sustainable Enterprises Emphasis

The Corporate Social Responsibility and Sustainable Enterprises emphasis prepares students to strive to achieve success in the triple bottom line: economic, environmental and social. Courses analyze what business must do to be socially responsible in a global landscape. Students develop leadership skills to face complex managerial decisions to align economic wealth creation and social value. A focal point is on management and governance systems, as well as personal values, leading to responsible conduct by firms and their employees.

The Corporate Social Responsibility and Sustainable Enterprises emphasis requires 6 or more additional units in the area:

GSBA 594 Business at the Base of the Pyramid (2) (501 or 515)

GSBA 594 Models of Participatory Leadership (3) (501 or 515)

GSBA 594 Sustainable Global Supply Chains (2) (506)

GSBA 531 Business Leadership and Spirituality (2) (501 or 515)

GSBA 594 Microfinance and Wealth Creation (2) (501 or 515)

Note: Various special topics courses are being developed in this area and will vary in their offerings. Some of the courses above are not yet permanent courses as the emphasis is new and evolving.

International Master of Business Administration

USD's School of Business Administration was one of the first business schools in the country to establish a master's level degree program to focus on international business. Our faculty, who have a wide variety of teaching, research and work experience in many different countries, strongly support the international emphasis. In our International M.B.A. degree program, global issues are woven throughout the curriculum and are examined in every course. Our small classes, student and faculty interaction, as well as team learning, all form integral and unique parts of our international business learning experience.

The International M.B.A. is a full-time program that can be completed in 12 or 16 months. The structure of the program is flexible: students can participate in a semester exchange program, complete an internship with an international company in the United States and abroad, or participate in an intensive language program. In this program, even the traditional business foundation courses – such as marketing, management, finance and accounting – have an international focus.

In addition to the program's many international study opportunities, the degree requires students to participate in an international consulting practicum. Each student works with a team of other students to perform a consulting project for an international company. The international educational experience at USD is enriched by not only our international student body, but also by the opportunities provided by the John Ahlers Center for International Business. The Ahlers Center sponsors study abroad opportunities of varying lengths in countries on four continents. In addition, the center hosts visiting international distinguished faculty or international executives-in-residence and sponsors a variety of events and speakers on global issues.

The International M.B.A. program develops managers with a global orientation and the professional skills they need to succeed in the international marketplace. This program is designed for students interested in leadership roles in international organizations based in any country in the world. In addition to a strong grounding in international business, the International M.B.A. degree provides students with interdisciplinary training in international law, as well as exposure to political, cultural and ethical perspectives on business.

The program begins two weeks prior to the regular semester calendar to allow for completion of the international core courses during the first semester.

Requirements For The International M.B.A. Degree

Prerequisites are indicated in parentheses.

I. International Management Core (16 units)

- GSBA 503 Fundamentals of Business Economics (2) (515 or concurrent)
- GSBA 505 Financial Management and Analysis (3) (502 or Statistics certification, 510)
- GSBA 506 Operations and the Global Supply Chain (3) (502 or Statistics certification)
- GSBA 510 Financial Accounting and Statement Analysis (3) (515 or concurrent)
- GSBA 511 Managerial Accounting (2) (510)
- GSBA 516 Marketing for International Managers (3) (515 or concurrent)

II. International Leadership Development (14 units)

- GSBA 507 Peace Through Commerce (2) (515 or concurrent)
- GSBA 508 Legal and Social Environment of Global Business (2) (515 or concurrent)
- GSBA 513 Corporate Governance and Values (2) (505)
- GSBA 514 Working in Multicultural Teams (1) (must be taken first semester)
- GSBA 515 Leading Multicultural Teams and Organizations (3) (must be taken first semester)
- GSBA 523 International Financial Management (3) (505)
- GSBA 532 International Comparative Management (2) (515 or concurrent)

III. International Practical Enrichment (6 units)

- GSBA 591 International Business Strategy (3) (final semester or term of program) OR
- GSBA 592 Strategy Simulations (3) (Permission of Instructor Required)
- GSBA 593 International Practicum (3) (minimum of four of the following courses 503, 504, 505, 506, 507, 509, 510, 511, or 516 along with consent of adviser)

IV. Elective or Areas of Emphasis (14 units)

Courses at USD: There are a wide variety of elective courses. You may also select a concentration by focusing electives in particular areas of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the School of Business Administration, permission must also be obtained from the director of the graduate program. See the appropriate section of this bulletin or the School of Law Bulletin for information about course offerings outside the School of Business Administration. Prerequisites for all elective courses must be observed.

Courses abroad: Electives (as well as the International Courses) can be taken in the study abroad programs sponsored by the John Ahlers Center for International Business. These courses can also be taken at one of our partner universities for a semester study abroad experience.

Program electives may be used to fulfill emphasis requirements and may count towards more than one emphasis.

V. Additional Requirements:

- Statistics for Managers – certification (on-line course completed or GSBA 502)
- Second Language Competency – Students are required to demonstrate “mid-intermediate” or higher on the ACTFL scale oral competence in one major business language other than English.
- Community Service - two business related service activities
- Relevant International Work Experience - International Practicum for US Students, internship in the US for non-US students

Total Units for the International M.B.A.: 50

Areas of Elective Emphasis

Students in the International M.B.A. program may focus their electives on one or more areas of emphasis by meeting the requirements indicated below.

Management Emphasis

Completion of courses towards the Management Emphasis will provide students with the knowledge and skills necessary to pursue career opportunities in human resources, project, program and organizational change management. The Management Emphasis allows students to concentrate their electives in the management area to gain additional expertise in the field beyond the core business courses.

The Management emphasis requires 6 or more additional units in management (in addition to GSBA 515, 532, 593 and 591):

- | | |
|----------|---|
| GSBA 512 | Negotiations (2) (501 or 515) |
| GSBA 530 | Human Resources Management (3) (501 or 515) |
| GSBA 533 | Organizational Change and Design (3) (501 or 515) |
| GSBA 534 | Values, Ethics and Corporate Culture (3) (501 or 515) |
| GSBA 535 | Interpersonal and Group Dynamics (3) (501 or 515) |

- | | |
|----------|--|
| GSBA 536 | Executive Career Development (1) (501 or 515) |
| GSBA 537 | Entrepreneurship (3) (511) |
| GSBA 539 | Power and Politics in Organizations (3) (501 or 515) |

Marketing Emphasis

Completion of courses towards the Marketing Emphasis will provide students with the requisite knowledge and skill set to pursue career opportunities in marketing, product development, market and many other areas in the Marketing field. Additional career opportunities include multinational marketing management, advertising and public relations.

The Marketing emphasis requires 8 or more additional units in marketing (in addition to GSBA 516):

- | | |
|----------|---|
| GSBA 550 | Marketing Research (3) (504 or 516) |
| GSBA 551 | Seminar in Consumer Behavior (3) (504 or 516) |
| GSBA 552 | Promotional Strategy (3) (504 or 516) |
| GSBA 553 | Global Strategic Marketing (504 or 516) |
| GSBA 554 | Strategic Marketing (3) (504 or 516) |
| GSBA 555 | Services Marketing (3) (504 or 516) |
| GSBA 556 | New Product Development (3) (504 or 516) |
| GSBA 558 | High Technology Marketing (3) (504 or 516) |

Finance Emphasis

Completion of courses towards the Finance Emphasis will provide students with the requisite knowledge and skill set to pursue career opportunities in corporate finance, the financial services industry and in venture capital finance. Additional career opportunities include multinational financial management and investment analysis.

The Finance Emphasis requires 8 or more additional units in Finance.

- | | |
|----------|--|
| GSBA 520 | Seminar in Financial Management (3) (505) |
| GSBA 521 | Seminar in Investments (3) (505) |
| GSBA 522 | Advanced Seminar in Finance and Investments (2) (505) |
| GSBA 523 | International Finance (3) (GSBA 505) - Required for IMBAs |
| GSBA 524 | Financial Management for New Ventures (3) (505) |
| GSBA 525 | Commercial Real Estate Finance and Investment (3) (505) |
| GSBA 526 | Real Estate Markets, Financing, and Institutions (3) (505) |
| GSBA 528 | Business Cycles and Forecasting (3) (502 and 503) |

Real Estate Emphasis

The Real Estate emphasis offers students the opportunity to focus their elective options on the fast-paced world of real estate. The combination of academic rigor with the opportunity to meet some of the region's top real estate professionals in San Diego provides real estate-emphasis students with a unique learning experience. Graduate real estate students are invited to all of the Burnham-Moores Center for Real Estate industry events including several major conferences each year, which are attended by hundreds of industry professionals. Through classes, research and industry partnerships, including those on sustainability, the Burnham-Moores Center for Real Estate creates a culture of leadership and teamwork that extends far into the real estate community.

The Real Estate emphasis requires six or more units in real estate (select two from the three below):

- GSBA 525 Commercial Real Estate Finance and Investment (3) (505)
- GSBA 526 Real Estate Markets, Financing and Institutions (3) (505)
- GSBA 527 Real Estate Law, Ethics and Public Policy (3) (505)

Supply Chain Management Emphasis

Supply chain management is a core competence at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers and their suppliers. Supply chain management focuses on the design, development, and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services and technology which optimizes end customer satisfaction. The program integrates three key legs: procurement, logistics and information systems. Students also will be able to participate in the activities of the Supply Chain Management Institute.

The Supply Chain Management emphasis requires 6 or more units in supply chain management (select two from the three listed).

- GSBA 560 Supply Chain Systems (3) (506)
- GSBA 561 Supply Management (3) (506)
- GSBA 562 Strategic Cost Management (3) (511 may be taken concurrently)
- GSBA 594 Sustainable Global Supply Chains (2) (506)

New Venture Management Emphasis

The New Venture Management emphasis is intended for students interested in understanding the skills required to successfully launch and manage new ventures in entrepreneurial or corporate organizational settings. Each course in this emphasis addresses strategies and managerial actions required for the successful exploitation of opportunities that deliver above-average returns to the organization and its investors.

Students pursuing this emphasis are required to complete two of the courses listed below (for a total of 6 units), and must observe all prerequisites (in parentheses).

- GSBA 524 Financial Management for New Ventures (3) (505)
- GSBA 537 Entrepreneurship (3) (505 and 511)
- GSBA 556 New Product Development (3) (504 or 516)
- GSBA 558 High Technology Marketing (3) (504 or 516)

Corporate Social Responsibility and Sustainable Enterprise Emphasis

The Corporate Social Responsibility and Sustainable Enterprises emphasis prepares students to strive to achieve success in the triple bottom line: economic, environmental and social. Courses analyze what business must do to be socially responsible in a global landscape. Students develop leadership skills to face complex managerial decisions to align economic wealth creation and social value. A focal point is on management and governance systems, as well as personal values, leading to responsible conduct by firms and their employees.

The Corporate Social Responsibility and Sustainable Enterprises emphasis requires 6 or more additional units in the area.

- GSBA 594 Business at the Base of the Pyramid (2) (501 or 515)
- GSBA 594 Models of Participatory Leadership (3) (501 or 515)
- GSBA 594 Sustainable Global Supply Chains (2) (506)
- GSBA 531 Business Leadership and Spirituality (2) (501 or 515)
- GSBA 594 Microfinance and Wealth Creation (2) (501 or 515)

Note: Various special topics courses are being developed in this area and will vary in their offerings. Some of the courses above are not yet permanent courses as the emphasis is new and evolving.

M.B.A. or I.M.B.A./M.S.R.E Joint Degree Program

The Master of Business Administration or the International Master of Business Administration -Master of Science in Real Estate joint degree program allows students to obtain an M.S. in Real Estate and M.B.A. or an I.M.B.A. by completing 68 or 70 units, respectively. Students benefit from both business and real estate courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and can take either field of study to begin. With the cohort nature of the M.S.R.E. program, students need to work with the M.S.R.E. Program Director on the sequencing of their course work. The joint degree program requires a total of 68 units (32 M.S.R.E. units) with the M.B.A. and 70 units (32 M.S.R.E. units) with the I.M.B.A.

M.B.A./M.A.C.C. or M.T.A.X. Joint Degree Program

The Master of Business Administration - Master of Science in Accountancy or a Master of Science in Taxation joint degree program allows students to obtain an M.B.A. and M.S. in Accountancy and Financial Management or an M.S. in Taxation by completing 67 units. Students benefit from both business and accountancy courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Students should be aware that substantial undergraduate accountancy courses are required as prerequisites to the M.A.C.C. or M.T.A.X. program and are not included in the total units indicated. Total of 67 units.

I.M.B.A./M.A.C.C. or M.T.A.X. Joint Degree Program

The International Master of Business Administration - Master of Science in Accountancy or a Master of Science in Taxation joint degree program allows students to obtain an I.M.B.A. and M.S. in Accountancy or an M.S. in Taxation by completing 64 units. Students benefit from both international business and accountancy courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Students should be aware that substantial undergraduate accountancy courses are required as prerequisites to the M.A.C.C. or M.T.A.X. program and are not included in the total units indicated. Total of 64 units.

M.B.A./M.S.G.L. Joint Degree Program

The Master of Business Administration-Master of Science in Global Leadership joint degree program allows students to obtain an M.B.A. and M.S. in Global Leadership. The number of units required will depend on elective courses taken in the MBA program. Course selection should be coordinated between two program directors. Students benefit from both business and leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin.

I.M.B.A./M.S.G.L. Joint Degree Program

The International Master of Business Administration-Master of Science in Global Leadership joint degree program allows students to obtain an I.M.B.A. and M.S. in Global Leadership. Number of units required will depend on elective courses taken in the IMBA program. Course selection should be coordinated between two program directors. Students benefit from both international business and leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin.

M.B.A./M.S.E.L. Joint Degree Program

The Master of Business Administration-Master of Science in Executive Leadership joint degree program allows students to obtain an M.B.A. and M.S. in Executive Leadership by completing 68 units. Students benefit from both business and executive leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Total of 68 units.

Dual Degree Program

Graduate business students at the University of San Diego have the opportunity to enroll in a Dual Degree Program with the Tecnológico de Monterrey (Tec) in Mexico or WHU, Otto Beisheim School of Management in Germany.

As dual degree candidates, students from campuses throughout Mexico and from WHU will spend a year of study at USD and USD students will experience living and studying in Mexico or Germany for a year. This program

allows students to receive two masters degrees, one from USD and another from Tec or WHU, in approximately 19 months of full-time study. This is possible because each institution accepts course work from the other to meet degree requirements. Students will receive either an MBA or an IMBA from USD, and an MBA, MS in Finance or MS in Marketing from Tecnológico de Monterrey, or an MBA from WHU.

Tecnológico de Monterrey (Tec)

The Tec system includes several campuses across Mexico as well as a Virtual University, which provides cutting-edge, distance education throughout the Americas. The Monterrey Campus has been consistently ranked as one of the top MBA programs in Latin America and the world (America Economía, Wall Street Journal, Financial Times). The Monterrey campus is also fully accredited by AACSB International and by EQUIS standards of the European Foundation for Management Development.

Applicants must meet admissions requirements at USD and Tecnológico de Monterrey. Courses at some of the campuses in Mexico are offered in English, although a working knowledge of Spanish upon arrival is suggested. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise, and also courses which reflect the business and economic environment of the U.S. and Mexico. Graduates of this program, after being fully immersed in two cultures, will be highly proficient in English and Spanish as well as have a strong understanding of the business systems in both countries.

WHU, Otto Beisheim School of Management

WHU, The Otto Beisheim School of Management, was founded in 1984 at the initiative of the Chamber of Commerce and Industry in Koblenz to serve the business needs of the region. Their MBA program is offered in English and is well known for excellence in Marketing. The programs are accredited by Equis and well respected throughout Europe.

Applicants must meet admissions requirements at USD and WHU. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise, and also courses which reflect the business and economic environment of the U.S. and Europe. In order to expand their European knowledge, USD students will do a European Management Project. Additional requirements for the WHU Dual Degree include the International Management Module in Asia, in which students will travel to China and India to learn about business opportunities

and management challenges. Graduates of this dual degree will also write a master's thesis.

For more information about this program contact the Ahlers Center for International Business at imba@sandiego.edu.

Courses and Seminars

GSBA 501 ETHICAL LEADERSHIP AND ORGANIZATIONAL BEHAVIOR / 3 UNITS

This course provides the concepts and skills for the ethical leadership of people in organizations. It also introduces the basic behavioral skills needed for self-management and promoting productive relationships with others in organizations. Topics include self-leadership, leading others, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.), managing change, ethical decision making, power and influence, motivation, team facilitation, conflict resolution, and organizational culture. Mastery of the concepts and skills in this course provide the foundation for other behavioral science based business courses in management, marketing, ethics and social responsibility, etc. Learning methods include self-assessment, lecture/discussion, case studies, team projects, computer simulations, and experiential exercises. This course is taken in the first semester of the MBA Program.

GSBA 502 STATISTICS FOR MANAGERS / 2 UNITS

This course examines how managers use data as the key input for systematic business problem-solving. Topics include collecting data, describing and presenting data, probability, statistical inference, regression analysis, forecasting and risk analysis. Extensive use of Excel for data analysis with a focus on applied business decision-making. Common business processes and business skills practiced are gathering and organizing data, quantitative data analysis, forecasting, decision-making under uncertainty and communicating or presenting results. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 503 BUSINESS ECONOMICS / 2 UNITS

All commerce takes place in the broad context of the macro-economy, hence an understanding of factors that influence the overall economy is essential for business managers. This course is designed to provide an introduction to business economics, including both micro and macroeconomic foundations. Topics to be covered include: fundamentals of demand and supply, fiscal policy and monetary policy. Upon completion of the course, students will be able to undertake supply and demand analysis to their own firm or industry; identify and analyze international trade conditions and opportunities; make accurate assessments of

the current state of the macro-economy; and anticipate the impacts of relevant policy initiatives by Congress and the Federal Reserve System. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 504 MARKETING FOR MANAGERS / 3 UNITS

This course examines the key elements of marketing and the economic concepts that underlie them. Topics include understanding the competitive structure of industries, product differentiation, branding, pricing, promotion and distribution. Common business processes and business skills practiced are developing and positioning a product, choice of distribution channels, promotional techniques, demand estimation, pricing decisions and developing a marketing strategy. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 505 FINANCIAL MANAGEMENT AND ANALYSIS / 3 UNITS

This course discusses how firms acquire, use and value capital resources. Topics covered are domestic and international capital markets, the time value of money, financial securities, risk and return, capital market efficiency, cost of capital and option basics. Common business processes and business skills practiced are free cash flow projections, capital budgeting and the valuation of a firm. Teaching methods are lecture, assignments and case studies. Prerequisites: GSBA 502 and GSBA 510.

GSBA 506 OPERATIONS AND THE GLOBAL SUPPLY CHAIN / 3 UNITS

This course examines the operational processes of the logistical chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include supply systems, workflow systems, inventory systems, quality systems logistics systems, cost estimation, optimization tools, and continuous improvement. Common business processes and business skills practiced are production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods. Prerequisite: GSBA 502.

GSBA 507 PEACE THROUGH COMMERCE / 2 UNITS

This course centers on the contributions that commerce, trade, business, and economic development can make toward building sustainable peace. It explores issues such as globalization, corruption, trade policies, corporate social responsibility and sustainability as they enable or hinder the creation of wealth and social transformation, particularly for the 4 billion people living in poverty and duress. Through specific examples students will assess trade and business opportunities in the global economy that

foster cross-cultural understandings that are economically profitable, socially responsible and ecologically sound. Students will also examine the achievements and challenges of multi-sector collaborations seeking significant social and environmental impact

GSBA 508 THE LEGAL AND SOCIAL ENVIRONMENT OF GLOBAL BUSINESS / 2 UNITS

This course examines the complex array of political, legal, historical and ethical concerns in the global business environment by analyzing the principles of social responsibility, ethics, diversity, law, and stakeholder theory as they apply to organizations, domestically and abroad. Coverage includes business ethics; diverse ethical foundations; diverse interests of various stakeholders; individual versus societal interests; pluralism and socioeconomic issues; anti-discrimination legislation; labor and employment issues; environmental justice; public policy; politics; globalization; and government regulation of business. Particular attention is given to cultivating moral reasoning skills. Fundamentally, we evaluate how businesses around the world do operate and, more significantly, how they /should/ operate. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 509 MANAGERIAL ECONOMICS AND DECISION MAKING / 3 UNITS

This course examines models of decision making and applies the tools of applied microeconomics to solve managerial decision problems. Topics include problem definition, generation of alternatives, optimization techniques, game theory, quantitative analysis including forecasting, demand estimation and optimal pricing, qualitative analysis including issues of framing and perception and the social, political and ethical dimensions of decision making. Effective communication of recommendations and analysis in written and oral presentations is required. Prerequisites: GSBA 502, 503 and 510.

GSBA 510 FINANCIAL ACCOUNTING AND STATEMENT ANALYSIS / 3 UNITS

This course focuses on the preparation of corporate financial statements and their use by external parties making investment related decisions. Topics include income determination, asset and liability management and financial statement analysis. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 511 MANAGERIAL ACCOUNTING / 2 UNITS

This course focuses on the design of cost systems and managerial accounting reports to aid in the planning and

control of a business entity. Topics include incremental analysis, cost-volume-profit, activity based costing and budgeting. Prerequisite: GSBA 510.

GSBA 512 NEGOTIATIONS / 2 UNITS

Efforts to influence the goals, structure, and direction of an organization are undertaken by individuals and groups who frequently hold diverse and competing perspectives. Accordingly, negotiation is a central skill in managing conflict, creating value, and distributing resources. People want to participate effectively in decisions that affect them, and will resist accepting decisions dictated by others. People differ, and they use negotiation to handle their differences. This course will explore the science and art of negotiation. The “science” will be learned largely through readings and discussions of the readings. The “art” will be learned through experience in simulated negotiations. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 513 CORPORATE GOVERNANCE AND VALUES / 2 UNITS

This course focuses on issues of governance and accountability in the contemporary corporation considering how corporations differ around the world with respect to such things as legal personality, limited liability, transferable shares, investor ownership and delegated management with board structure. The shareholder model versus stakeholder model are examined as well as conflicts of interest: management and shareholders; controlling shareholder and minority shareholder. Forms of expropriation of minority shareholders are included. While the main emphasis is on the business corporation, the relevance of these concepts to not-for-profit organizations and state-owned enterprises will also be addressed. Issues of board structure, selection, functions, and compensation are examined. Some of the recent instances of corporate scandals are studied with a view to discerning common causes of governance failure. The ensuing legislative and regulatory responses are reviewed along with the emerging issue of shareholder activism. International comparisons are included. The course will require active student participation in case discussions, presentations, papers and role-plays. Prerequisite: GSBA 505.

GSBA 514 WORKING IN MULTICULTURAL TEAMS / 1 UNIT

This course is designed to develop students’ understanding and competency in applying the skills necessary for effective teamwork in an international context. It provides the theory and concepts underlying team process and team development, as well as experiential exercises for practicing and improving skill proficiency. Topics include but are

not limited to: multicultural teams, conflict resolution, creative problem solving, stages of team development, team chartering and working with values-based diversity. Pedagogy includes case studies, process observation, experiential exercises, team projects and 360-degree feedback. Taken in the first semester of the International M.B.A. program.

GSBA 515 LEADING MULTICULTURAL TEAMS AND ORGANIZATIONS / 3 UNITS

This course provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of international teams and organizations. Students acquire competencies in critical thinking, comparative ethical reflection, situational leadership, and multicultural team building. Topics covered include communicating across cultures, leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, promoting multi-national visions, and creating socially responsible organizational cultures. Pedagogy includes lecture/discussion, self-assessment instruments, case studies, team projects, experiential exercises, coaching in interpersonal skills, and 360-degree feedback. This course is taken in the first semester of the International MBA Program.

GSBA 516 MARKETING FOR INTERNATIONAL MANAGERS / 3 UNITS

This course introduces students to the opportunities and problems facing marketing managers in the global marketplace. It provides an up-to-date overview of international marketing and institutions involved in the process. Topics include global environment, product development, promotion strategies, pricing and distribution for worldwide markets. Special attention is given to the management of cultural differences encountered by global marketing managers. Overall, the course focuses on practical decision-making within a socially responsible and ethical framework. Teaching methods incorporate case studies, class discussion, lecture, simulations, and a project. Prerequisite: GSBA 515 or concurrent.

GSBA 520 SEMINAR IN FINANCIAL MANAGEMENT / 3 UNITS

Advanced topics in the area of financial management integrated through the use of case analysis. Topics include mergers, takeovers, leveraged buyouts, lease vs. purchase, financial forecasting and other contemporary financial issues. Prerequisite: GSBA 505.

GSBA 521 SEMINAR IN INVESTMENTS / 3 UNITS

A broad study of investment securities and markets with emphasis on security analysis and portfolio management techniques as well as recent developments in investment strategies, as well as options, and futures markets.

Prerequisite: GSBA 505.

GSBA 522 ADVANCED SEMINAR IN FINANCE AND INVESTMENTS / 2 UNITS

Integrates the theory and practical aspects of the fields of Managerial Finance and Investments by examining current and historical literature on topics such as the creation of value, capital budgeting, agency theory, capital markets, and asset portfolio theory. Prerequisite: GSBA 505.

GSBA 523 INTERNATIONAL FINANCIAL MANAGEMENT / 3 UNITS

Provides a survey of the major financial decisions faced by multinational enterprises. Topics include the international financial environment, exchange risk management, global financing, and the investment and funds management decisions of multinationals. Common business processes and skills practiced are usage of currency instruments, hedging strategies, valuation of multi-currency financial and real assets, and the design of multinational fund-flow mechanism. Teaching methods include lecture, class discussion, and case studies. Prerequisite: GSBA 505.

GSBA 524 FINANCIAL MANAGEMENT FOR NEW VENTURES / 3 UNITS

Examination of issues in managing the financial functions involved in both start-up and rapid growth opportunities. Identification of potential sources of financing such as venture capital, investment banking, commercial banking, and private investors. Techniques in forecasting funding needs, cash flow management, budget preparation, break-even analysis, and liquidity control will be integrated into the development of the financial segment of the business plan. Prerequisite: GSBA 505.

GSBA 525 COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT / 3 UNITS

Introduces core concepts, principles, analytical methods, and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to study the financial, spatial, and social economics of commercial real estate. Builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street). Prerequisite: GSBA 505.

GSBA 526 REAL ESTATE MARKETS, FINANCING, AND INSTITUTIONS / 3 UNITS

Provides an introduction to the real estate financial system. This course discusses the financial institutions and markets that provide real estate credit; the various types of mortgage instruments used to finance real estate purchases; the sources of capital in financing both residential and commercial real estate transactions; and the decisions participants in the real estate market need to make. It will also provide opportunities to interact with real estate professionals through outside speakers, field trips, and conferences or meetings involving real estate executives. Prerequisite: GSBA 505.

GSBA 527 REAL ESTATE LAW, ETHICS, AND PUBLIC POLICY / 3 UNITS

Provides historical foundation and fundamental legal principles affecting real estate. Uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments, and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Required readings, document reviews, class discussions, applied research, presentations, and outside speakers enable a practical understanding of ethical principles and legal implications that impact real estate involving residential and commercial real properties, environmental concerns, and risk management matters.

GSBA 528 BUSINESS CYCLES AND FORECASTING / 3 UNITS

This course examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing, and econometric and ARIMA (Box-Jenkins) time series analysis. This course provides an introduction to the statistical tools used in forecasting. Its focus is on the application of these tools. While some statistical theory is covered, primary activities will center on data analysis to produce forecasts and insights in the same way it is done in a business or policy context. Student teams will develop forecasting models for industries and/or macroeconomic variables. Students will be able to combine statistical rigor, economic insight, and data presentation skills into a persuasive written forecast and presentation. Prerequisite: GSBA 502 and GSBA 503

GSBA 530 HUMAN RESOURCES MANAGEMENT / 3 UNITS

An overview of the field of Human Resource Management is covered highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant laws. Prerequisite: GSBA 501 or GSBA 515.

GSBA 532 INTERNATIONAL COMPARATIVE MANAGEMENT / 2 UNITS

This course highlights the impact of culturally-based values on the practice of management. It emphasizes the consideration of both business and cultural issues in managerial decision-making. Further, it explores the wisdom and myriad of issues involved in the transfer of managerial practices across cultures. It provides the individual with insight into their own cultural assumptions as well as their basis of business ethics. Topics range from cultural self-awareness to designing culturally-appropriate and ethical management systems. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 533 ORGANIZATION CHANGE AND DESIGN / 3 UNITS

Study of change, change theory, and change practice, including both adapting to changes thrust upon us and initiating change toward a desired objective within the environment, the organization, the small group and the individual. Emphasis is on implications for administrative leadership. Prerequisite: GSBA 501 or GSBA 515.

GSBA 534 VALUES, ETHICS, AND CORPORATE CULTURE / 3 UNITS

An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy. Prerequisite: GSBA 501 or GSBA 515.

GSBA 535 INTERPERSONAL AND GROUP DYNAMICS / 3 UNITS

Examines how interpersonal behaviors and group processes impact productive relationships and team effectiveness. Interpersonal competency and team leadership are developed through discussing theories and research on interpersonal dynamics, applying new interpersonal skills, and experiencing the consequences of different relationship strategies. The class serves as a laboratory where individuals increase their understanding of interpersonal behavior and its impact on the development and performance of teams. Individuals also learn about the effectiveness of their own behaviors and how they affect specific relationships and team functioning. Prerequisite: GSBA 501 or GSBA 515.

GSBA 536 EXECUTIVE CAREER DEVELOPMENT / 1 UNIT

People are responsible for their own careers. As managers, they also help others in their career progression. This course will focus on developing greater self-awareness, career strategies for helping others and organizational processes for career enhancement. Prerequisites: GSBA 501 or GSBA 515 and Career Leader.

GSBA 537 ENTREPRENEURSHIP / 3 UNITS

This course examines the process of identifying and evaluating opportunities, and the creation of new ventures to exploit those opportunities. Students will learn to evaluate the attractiveness of new venture opportunities and the key managerial skills required to successfully exploit those opportunities. Prerequisites: GSBA 505 and GSBA 511.

GSBA 539 POWER AND POLITICS IN ORGANIZATIONS / 3 UNITS

This course covers the analysis, explanation and evaluation of power and politics in organizations. It offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Our discussions will cover how people in organizations try to get what they want by influencing others, how their ability to do so is affected by power distributions and how people try to change power distributions in their favor. We will evaluate these behaviors and discuss how (if at all) we should participate in these behaviors. GSBA 501 or GSBA 515.

GSBA 540 TAXES IN BUSINESS DECISIONS / 3 UNITS

Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, non-taxable transactions, corporate re-organizations, employee compensation, and tax accounting methods. Prerequisite: GSBA 510 and 511.

GSBA 550 MARKETING RESEARCH / 3 UNITS

Intended for future managers working with market data, includes defining marketing research goals, budgeting of expenditures, estimating the size of the markets, delineation of consumers, product research, estimating market response to advertising, price, distribution, and selling activities, and test marketing, with cases drawn from manufacturing and service industries. The main thrust will be directed to "down-to-earth" problems confronting operating managers, with some attention to data analysis techniques using the computer, and to information systems. Prerequisite: GSBA 504 or GSBA 516.

GSBA 551 SEMINAR IN CONSUMER BEHAVIOR / 3 UNITS

Examines individual and group influences on consumer behavior. Information processing, motivation and decision processes are analyzed to provide a managerial understanding of aggregate consumer decision-making. Course format may include lecture, case studies, and readings. Prerequisite: GSBA 504 or GSBA 516.

GSBA 552 PROMOTIONAL STRATEGY / 3 UNITS

Examination of the critically important role of integrated marketing communications in executing effective marketing strategy. Includes discussion of the design and execution of promotional strategy with an emphasis on integrating all forms of persuasive communication including: advertising, sales, sales promotion, direct marketing, interactive marketing, public relations and publicity. Case study. Prerequisite: GSBA 504 or GSBA 516.

GSBA 553 SEMINAR IN GLOBAL MARKETING / 2 UNITS

This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company's brand equity in a multinational setting is at the center of the seminar. Specifically, topics examine those aspects of the brand policy that can be adapted to global standardized use and those which should remain flexible. Topics may include mega-brands, brand equity, brand development and its protection. The course emphasizes global branding within a socially responsible and ethical framework. Teaching methods may include lecture, case studies, class discussion and debate. Prerequisite: GSBA 504 or GSBA 516.

GSBA 554 STRATEGIC MARKETING / 3 UNITS

Examines the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics included in the course are the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Prerequisite: GSBA 504 or GSBA 516.

GSBA 555 SERVICES MARKETING / 3 UNITS

The conceptual and practical elements of the marketing of services with emphasis on analyzing the nature of services, studying the service environment and developing and formulating strategic plans for various types of service firms. Prerequisite: GSBA 504 or 516.

GSBA 556 NEW PRODUCT DEVELOPMENT / 3 UNITS

Proposes and examines an integrated view of the process of designing, developing, and launching new products.

Students gain a thorough understanding of the significant strategic and multi-functional concerns encountered by both entrepreneurs and intrapreneurs as they work to construct high-performance development organizations. Topics covered include the phase review process; the alignment of business strategy with development; the link between product development and product launch activities; organizational structures that promote creativity and development effectiveness and efficiency; controlling, promoting, and managing innovation; and creating and sustaining competitive advantage through product development. Prerequisite: GSBA 504 or GSBA 516.

GSBA 558 HIGH TECHNOLOGY MARKETING / 3 UNITS

This course explores the principles and challenges of marketing high-technology or innovative products. It is essentially an advanced marketing class that provides an in-depth view of how firms articulate a technology strategy; how market opportunities for innovative products are identified, investigated and evaluated; how innovative products are defined in terms of their features and value propositions; and finally how the market place for these products is engaged via appropriate pricing and distribution strategies. Prerequisite: GSBA 504 or GSBA 516.

GSBA 560 SUPPLY CHAIN SYSTEMS / 3 UNITS

Addresses the systems necessary to develop and manage successful supply chains. Enterprise management systems, (SAS, SAP, etc.); information, EDI, and logistics systems; supplier measurement systems, supply chain modeling, and optimization; and the integration strategies are examined. Prerequisite: GSBA 506.

GSBA 561 SUPPLY MANAGEMENT / 3 UNITS

Supply management is one of the most critical and the least understood functions of modern organizations. Supply management is responsible for the design, development, optimization and management of an organization's internal and external components of its supply system. Supply chain management addresses the challenges of integrating the members of an organization's supply chain in a seamless manner. A well-run supply system will greatly improve an organization's profits, its productivity, and the quality of its products and services and, therefore, its market share and profitability. Teaching methods include a combination of lecture, seminar and case discussions. Prerequisite: GSBA 506.

GSBA 562 STRATEGIC COST MANAGEMENT / 3 UNITS

Investigates the highly dynamic, timely and little-understood area of cost management in the supply chain. The focus on cost management is designed to give the student an appreciation of cost reduction as a critical tool

in the business strategy of competitive firms. Emphasis is redirected from price to total cost of ownership. Students will be introduced to the process of identifying costs in the system, methods of measuring costs, determining cost drivers and developing written strategies on reducing or managing costs. Teaching methods include a combination of lecture, case studies, and industrial projects. Prerequisites: GSBA 511 or concurrent.

GSBA 570 PROGRAM OR PROJECT MANAGEMENT / 3 UNITS

This course provides the student with hands-on experience taking a project from the planning phase through implementation to close-out. Course topics will include work breakdown structures, project scheduling, budgeting, project organizational structure and leadership, project monitoring and control, risk analysis, crisis management, quality assurance, status reporting and post project evaluation. These project management tools and concepts will be learned by planning and implementing the Thanksgiving House community service project. Students will be challenged to bring the Thanksgiving House project in "on time" and "on budget." Prerequisite: GSBA 502

GSBA 571 TOOLS FOR THE PROGRAM OR PROJECT MANAGER / 3 UNITS

Focuses on some of the more quantitative tools that successful project managers need in order to conclude the project on time, within budget and within specifications. Topics include project selection, risk analysis, cost estimating, schedule cost or benefit analysis, progress variance analysis, and others. Prerequisite: GSBA 570 or concurrent.

GSBA 573 INFORMATION TECHNOLOGY PROJECT MANAGEMENT / 3 UNITS

This course is a survey of current business practices in electronic commerce and includes critical analysis of enabling technologies and business strategies. Additional topics include the discussion of international, legal, and ethics issues that arise in conducting electronic business. Teaching methods are lecture, demonstrations, group exercises, and student presentations of in-progress and completed projects. Prerequisite: GSBA 502.

GSBA 574 INTRODUCTION TO INFORMATION TECHNOLOGY / 3 UNITS

Students learn how to use project management techniques for planning and controlling schedule, costs, and quality in information technology design, development, and implementation projects. Topics include cost estimating, budgeting, contract pricing, value analysis, variance analysis, post-completion audits and use of project

management software. Prerequisites: GSBA 502 and GSBA 505.

GSBA 576 WEB SITE DESIGN AND MANAGEMENT / 3 UNITS

Examines the design and management of Web sites for electronic business applications. Topics include: aligning electronic business models with Web site designs, planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and analysis in written format and oral presentations are stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. Prerequisites: GSBA 501 or 515 or concurrent.

GSBA 581 INTERNATIONAL TRADE AND COMMERCE / 2 UNITS

Examines international trade and commerce in the new complex and dynamic economy from business, economic, and political perspectives. It examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Among the topics covered are globalization, competitiveness, trade barriers, regional trade agreements, international trade organizations, emerging markets, exchange rate adjustments and crises, political risk, and foreign direct investment. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 503 or concurrent.

GSBA 582 ADVANCED INTERNATIONAL BUSINESS NEGOTIATIONS / 2 UNITS

More and more occasions require negotiation; conflict is a growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ, and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most decisions through negotiations. Even though they go to court, they almost always negotiate a settlement before trial. In this course, the student will learn the art and science of negotiation. The science will be learned largely through readings and discussions of the reading. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the student to some of the nuances of conducting business abroad. Prerequisite: GSBA 512.

GSBA 585 BUSINESS ENVIRONMENT OF ASIA AND THE PACIFIC RIM / 2 UNITS

Provides an overview of various aspects of doing business in Asian-Pacific countries. The implications of political, socio-economic and cultural environment for developing successful business strategies will be discussed with reference to selected countries from the region (Japan, NICS, ASIAN). Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 586 EUROPE IN THE GLOBAL ECONOMY / 2 UNITS

This course will examine how regional strategies, as opposed to global or home country strategies, are providing a primary determinant of competitive advantage in Europe. It is within the region that managers determine investment locations, product mix, competitive position, and performance appraisals. Topics include assessing the role of the EURO and European monetary unification, enlargement issues and industry studies in the context of offering future scenarios of the role of Europe in the global economy. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 587 LATIN AMERICAN BUSINESS ENVIRONMENT / 2 UNITS

This course provides an overview of Latin America from perspectives essential to effective international business management. There is emphasis on inter-cultural understanding and communication, along with economic, political, legal, and historical characteristics of Latin America and how these affect the business environment. An integral part of this regional approach is the analysis of differences among countries and their relationship to the region as a whole. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 590 STRATEGIC MANAGEMENT / 3 UNITS

This integrative course includes current practices, research and thinking in strategic management, and policy. Students practice applying problem solving, analysis and decision-making from the perspective of top executives. Teaching methods may include case studies, simulations and field-work with organizations. Prerequisite: to be taken during the final regular semester of study.

GSBA 591 INTERNATIONAL STRATEGIC MANAGEMENT / 3 UNITS

This integrative course includes current practices, research and thinking in strategic management, and policy for firms operating in the global business environment. Students practice applying ethical problem solving, analysis and decision-making from the perspective of managers who are

culturally consonant and innovative. Teaching methods may include case studies, simulations and field-work. To be taken in the final regular semester of study. M.B.A. students may take this course as an alternative to GSBA 590.

GSBA 592 STRATEGY SIMULATIONS / 3 UNITS

Strategic management will be studied and practiced in an intercollegiate competition. Students manage a company in a computer simulated oligopoly industry, competing against companies managed by students from other universities. Students write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 simulated quarters. Includes a weekend of intense competition and written and oral reports to business executive judges. Permission of instructor required.

GSBA 593 INTERNATIONAL PRACTICUM / 3 UNITS

Students work in multicultural teams to provide solutions to a business problem or strategic project for a company abroad. The overseas professional project delivers hands-on experience of the markets, economic policies and business practices of the country in which the company operates. The consulting project will require students to apply creativity and analytical tools to complete the project, and communicate the results to clients. Faculty members will serve as supervisors for student teams. Prerequisite: Must have completed at least 4 of the following management core course (GSBA 503, 504, 505, 506, 507, 509, 510, 511, or 516) prior to the practicum and have approval of their adviser. M.B.A. students may take this course as an alternative to GSBA 595 or as a management elective.

GSBA 594 SPECIAL TOPICS / 1-3 UNITS

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your adviser for course description for any given semester. Prerequisite: will vary depending on topic selected.

GSBA 595 BUSINESS CONSULTING PROJECT / 3 UNITS

Students working in teams provide consulting solutions to operating and strategic projects for businesses. Students bring their collective analytical abilities and diverse professional experiences to a business project, generating a mutually beneficial experience. Students will demonstrate the ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, and allocate responsibilities to team members. The consulting project will require students to apply creativity and analytical tools to complete the project, and communicate the results to clients. Faculty members will serve as supervisors for student teams. Prerequisite: to be taken during the final regular semester of study.

GSBA 597 INTERNATIONAL STUDIES (1 TO 3 UNITS)

Graduate business study abroad courses are offered in Europe, Latin America, Africa, and Asia to provide students exposure to international culture and business practices.

GSBA 598 INTERNSHIP / 3 UNITS

Applied learning experience working for a business, government, or nonprofit organization. Students undertake an individual project or employer designated internship program. Grading is Pass/Fail. Prerequisites: Completion of a minimum of 20 credit hours of program coursework including at least four courses completed or taken concurrently that have significant relevance to the student's internship placement. Approval of placement by instructor. Repeatable up to 6 units.

GSBA 599 SPECIAL STUDIES / 3 UNITS

Independent study usually involving empirical research and written reports. Repeatable up to 6 units toward degree requirements. Prerequisite: Permission of instructor and graduate director required.

Graduate Accountancy Programs

Accountancy Program Mission Statement And Objectives

The mission of the USD accountancy program is to develop accountants — through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge — who have the skills to compete in a diverse and fast-changing global professional environment.

Specifically, the USD graduate accountancy programs will produce accounting graduates who have:

1. Expanded accounting measurement knowledge either in a specific field of accountancy (e.g. taxation, financial accounting, controllership or systems, financial planning) or integrative accountancy and financial management knowledge,
2. Expanded knowledge to critically analyze financial information in new and unfamiliar circumstances using professional research, decision-modeling, or risk analysis techniques as the basis for appropriate decision-making,
3. Expanded knowledge of the ethical attitudes, values, and professional responsibilities required by those in the accountancy profession,

4. Expanded business writing and oral communication skills,
5. Expanded leadership and interpersonal skills.

Graduate Accountancy Programs

Several graduate accountancy degree and certificate programs are available. The variety of programs allows students to select from among several different configurations of masters level accountancy courses so that they can best meet their career objectives.

Courses are geared toward the development of skills that can be directly used within an accountant's work environment. The courses have also been designed to meet the needs of a broad range of professionals. Individuals seeking to meet the 150 hour requirements to become a C.P.A. (on either a full-time or part-time basis) or individuals who already hold C.P.A. certificates, but desiring additional skills and/or continuing professional education, should find one of the following USD graduate accountancy degree or certificate programs will meet their educational needs:

1. Master of Science in Accountancy (M.A.C.C.).
2. Master of Science in Taxation (M.T.A.X.).
3. Bachelor of Accountancy (B.A.C.C.) or M.A.C.C. or M.T.A.X. Combined Programs.
4. Graduate Certificate in Accountancy.
5. Graduate Certificate in Personal Financial Planning.

Each program configuration is discussed individually below.

Accountancy Course Scheduling

Each graduate accountancy course is designated with an M.A.C.C. prefix and is scheduled to be completed on an accelerated basis. Each course meets for two nights a week over a five week term. Some courses might also have a session on one or two Saturday mornings during the term. A class schedule of upcoming M.A.C.C. or M.T.A.X. courses can be acquired from the Accountancy Programs office or from the Accountancy Institute Web site (www.SanDiego.edu/accountancy).

Most of the M.A.C.C. or M.T.A.X. courses have been designed to build student skills interactively in-class. Therefore, active student attendance and participation in each class session is critical. Students should not enroll in any course where they will be unable to attend and participate in all scheduled class sessions.

Courses are scheduled year-round which allows students to apply and begin their program of study at any point

during the year. It is anticipated that each course will be offered only once during each calendar year. Therefore, it is important that each student review the schedule of course offerings and prepare a program plan prior to beginning their program of study.

Faculty Mentors

Upon admission to any graduate accountancy program students will either select (or be assigned) an accounting faculty member as their faculty mentor. Faculty mentors will:

1. Orient the student to their program of study.
2. Advise the student when preparing their program plan and approve the final plan. (All students must complete a program plan prior to beginning coursework. The program plan will detail the courses the student will be completing in their program and the timing of each course.)
3. Provide career counseling.
4. Assist the student in dealing with program related issues during their course of study.

Master of Science in Accountancy (M.A.C.C.)

The M.A.C.C. degree program offers a curriculum that focuses on interactively developing the skills needed by accountants and financial managers. This is a specialized masters degree program designed to provide accountants the skills needed in mid- to upper-level accounting positions and skills needed in professional positions where finance, information systems, and related financial skills are as essential as accounting skills. Further, the program provides students with ethics, leadership, communications and interpersonal skills necessary for supervisory level positions.

In general, students applying for this program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply for the program, but will need to complete extended program requirements as discussed below. Since all courses are offered at night over five week terms, this program will be of primary interest to those students desiring to complete an accounting masters program on a part-time basis while remaining employed.

Students currently enrolled in the B.A.C.C. program at USD should review the requirements of the B.A.C.C. or M.A.C.C. combined program that are shown below this stand-alone M.A.C.C. program.

M.A.C.C. Program Requirements For Students With An Undergraduate Accountancy Degree

The M.A.C.C. degree is a 30-semester-unit program for those with an undergraduate accountancy degree.

Additional prerequisite requirements for those without an undergraduate accounting degree are detailed at the end of this section.

Required Courses

The following three courses (9 semester-units) of ethics, leadership, communications, and interpersonal skills are all required:

- | | |
|----------|---|
| MACC 501 | Communications and Ethics for Financial Professionals (3) |
| MACC 502 | Leadership in a Financial Team Environment (3) |
| MACC 503 | Negotiations: Strategy, Practice, and Ethics (3) |

Elective Courses

The remaining seven courses (21 units) are electives and may be selected by the student in consultation with their faculty mentor. Three recommended specialization tracks have been developed to help students make their elective selections. The tracks, and the courses in the tracks, are recommendations only.

Students must complete a "program plan" indicating their elective selections prior to beginning the M.A.C.C. program. However, course substitutions may be made at later points of time upon approval of their faculty mentor and the director of the M.A.C.C. or M.T.A.X. programs.

The seven electives may be selected from the following M.A.C.C. graduate courses:

- | | |
|----------|---|
| MACC 510 | Applied Corporate Finance (3) |
| MACC 520 | Fundamentals of Personal Financial Planning (3) |
| MACC 521 | Insurance Planning (3) |
| MACC 522 | Investment Planning and Risk Management (3) |
| MACC 523 | Retirement Planning (3) |
| MACC 530 | International Financial Analysis and Reporting (3) |
| MACC 531 | Applied Research for Financial Accountants and Auditors (3) |
| MACC 532 | Fraud Examination and Forensic Accounting (3) |
| MACC 540 | Controllershship and Cost Management (3) |
| MACC 550 | Database Applications for Financial Professionals (3) |

- MACC 551 Accounting Software Selection and Implementation (3)
 MACC 552 Security and Control in an ERP Environment (3)
 MACC 560 Tax Research (3)
 MACC 561 Partnership Taxation (3)
 MACC 562 Estate and Gift Taxation and Planning (3)
 MACC 563 State and Local Taxation (3)

The following courses are offered on an individual student basis only:

- MACC 598 Professional Accountancy Internship (3)
 MACC 599 Independent Studies (3)

All M.A.C.C. courses will be offered only once per calendar year. Therefore, students should review the class schedule of M.A.C.C. course offerings prior to the completion of their program plan. Students should also examine course prerequisites before selecting their electives and preparing their program plan. Faculty mentors should be consulted during this process. As detailed in the next section, M.A.C.C. students may elect to take some GSBA prefixed M.B.A. courses as part of their 21 units of electives.

Availability of GSBA-prefixed M.B.A. Courses as M.A.C.C. Program Electives.

A maximum of 9 units of M.B.A. courses (i.e., GSBA prefixed courses) are allowed as part of the M.A.C.C. program electives. The remaining 12 units of electives must be from M.A.C.C. prefixed courses. Students must meet all the prerequisites of the desired GSBA course, must justify the relevance of the course, and must gain the approval of their faculty mentor to include the GSBA course as an M.A.C.C. elective.

Students should be aware that M.B.A. courses are generally offered during the Graduate School of Business Administration's regular 15-week fall and spring semesters, during the 3-week January intersession, and during the summer sessions. Students should determine the availability of a desired M.B.A. course before including it in their M.A.C.C. program plan.

Alternatively, students in the M.B.A. program may select individual M.A.C.C. courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual M.A.C.C. courses prior to enrollment and must gain approval of their M.B.A. program adviser.

Specialization Tracks

Three specialization tracks have been developed to help guide M.A.C.C. students in their selections of their 21 units of electives. These tracks, and the courses within the tracks,

are recommendations only and are not required. Students are encouraged to use these tracks when preparing their program plan.

A. Corporate Reporting and Financial Management

- MACC 510 Applied Corporate Finance (3)
 MACC 522 Investment Planning and Risk Management (3)
 MACC 530 International Financial Analysis and Reporting (3)
 MACC 531 Applied Research for Financial Accountants and Auditors (3)
 MACC 551 Accounting Software Selection and Implementation (3)
 Elective (3)
 Elective (3)

B. Controllership and Accounting Information System Development

- MACC 510 Applied Corporate Finance (3)
 MACC 522 Investment Planning and Risk Management (3)
 MACC 540 Controllership and Cost Management (3)
 MACC 551 Accounting Software Selection and Implementation (3)
 Elective (6)
 MACC 532 Forensic Accounting and Fraud Examination (3)

C. Personal Financial Planning

- MACC 520 Fundamentals of Personal Financial Planning (3)
 MACC 521 Insurance Planning (3)
 MACC 522 Investment Planning and Risk Management (3)
 MACC 523 Retirement Planning (3)
 MACC 562 Estate and Gift Taxation and Planning (3)
 Elective (3)
 Elective (3)

Program Requirements For Students Without An Undergraduate Accountancy Degree Requirements for Students with a Non-

Accounting, Business Undergraduate Degree
 Students with a non-accounting, business undergraduate degree may apply for the M.A.C.C. program, but will be required to complete prerequisite accounting coursework. In this situation, their M.A.C.C. program would consist of a maximum of 54 semester-units. Specifically, the 24 semester-unit requirements of the Undergraduate Certificate Program in Accountancy would need to be completed as prerequisites to completing the 30 semester-unit M.A.C.C. program described above. Students having

already completed some of the Undergraduate Certificate requirements will have the courses and the units considered for waiver.

The Undergraduate Certificate in Accountancy Program currently consists of the following 24 semester-units:

ACCT 200	Principles of Financial Accounting (3)
ACCT 201	Principles of Managerial Accounting (3)
ACCT 300	Intermediate Accounting I (3)
ACCT 301	Intermediate Accounting II (3)
ACCT 302	Cost Accounting (3)
ACCT 303	Accounting Information Systems (3)
ACCT 306	Federal Income Tax I (3)

Select one course from the following:

ACCT 401	Advanced Accounting (3)
ACCT 407	Federal Tax Accounting II (3)
ACCT 408	Auditing (3)

Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree

Students without a undergraduate accountancy or business degree may be considered for admission to the M.A.C.C. program, but will need to complete substantial prerequisite coursework in both accounting and business.

The M.A.C.C. program would consist of a maximum of 75 semester-units. Students would need to complete 20 prerequisite-units in business, in addition to the 54-unit M.A.C.C. program described above for the non-accounting, business undergraduate degree holders. Students having already completed any of the prerequisite business course requirements noted below will have the course and the units considered for waiver.

The prerequisite 20 semester-unit business course requirements consist of the following:

GSBA 502	Statistics for Managers (2)
GSBA 503	Fundamentals of Business Economics (2)
GSBA 504	Marketing for Managers (3)
GSBA 505	Financial Management and Analysis (3)
GSBA 506	Operations and the Global Supply Chain (3)
GSBA 507	Peace Through Commerce (2)
GSBA 508	Legal and Social Environment of Business (2)
GSBA 509	Managerial Economics and Decision Making (3)

Admission Process For The M.A.C.C. Program

Students must complete the following for admission to the M.A.C.C. degree program:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation admission application, including the payment of any applicable application fees.

Note that the above application materials will require students to take the GMAT exam and receive a minimum score of 550 and to submit official transcripts for all prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered for admission with additional evidence of strong professional accounting or financial management credentials.

Master of Science in Taxation

The Master of Science in Taxation (M.T.A.X.) degree program offers a curriculum that focuses on interactively developing skills needed by tax accountants. It is a specialized program that provides skills to begin a career as a tax accountant and skills to progress to mid- and upper-level positions. In addition to specialized tax knowledge, the program provides students with ethics, leadership, communication and interpersonal skills necessary for supervisor-level positions.

This is a companion program to the Master of Science in Accountancy (M.A.C.C.) program. All interested students should review the admission process and prerequisite requirements that are discussed under the M.A.C.C. program. Those processes and prerequisites are also applicable to the M.T.A.X. program. In general, students applying to the M.T.A.X. program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply to the program, but will need to complete extended program requirements. Since all courses are offered at night over five-week terms, this program will be of primary interest to those students desiring to complete an M.T.A.X. program on a part-time basis while remaining employed. Since all courses are only offered once per calendar year, students should carefully plan their program of study prior to beginning the program and should expect that completion will generally take a minimum of one calendar year.

As with the M.A.C.C. program, students currently enrolled in the B.A.C.C. program at USD can complete the B.A.C.C. and M.T.A.X. in a combined program format. The admission process is identical to those required by the B.A.C.C. or M.A.C.C. Combined Program and prospective students should review the next section of this bulletin for those requirements.

M.T.A.X. Program Requirements

The M.T.A.X. program is a 30 semester-unit program for those with an undergraduate accounting degree. Additional prerequisite requirements for those without an undergraduate accounting degree are shown under the M.A.C.C. program. In addition to the prerequisites shown under the M.A.C.C. program, all M.T.A.X. degree applicants will need to have already completed:

ACCT 306 Federal Tax Acct I, and
ACCT 407 Federal Tax Acct II, or their equivalents,
as prerequisites to the program.

M.T.A.X. Course Requirements (30-Semester Units):

Required Courses (24 semester-units):

A. The following three courses (9 semester-units) in ethics, leadership, communications, and interpersonal skills are all required:

MACC 501 Communications and Ethics for Financial Professionals (3)
MACC 502 Leadership in a Financial Team Environment (3)
MACC 503 Negotiations: Strategy, Practice and Ethics (3)

B. The following five courses (15 semester-units) of taxation courses are all required:

MACC 523 Retirement Planning (3)
MACC 560 Tax Research (3)
MACC 561 Partnership Taxation (3)
MACC 562 Estate and Gift Taxation (3)
MACC 563 State and Local Taxation (3)
Electives (6-semester units):

Electives are likely from M.A.C.C. or M.T.A.X., M.B.A., or other USD programs that directly relate to the field of taxation. These can include M.A.C.C. 598 – Internship or M.A.C.C. 599 – Independent Study.

Students must complete a “program plan” indicating their elective selections prior to beginning the M.T.A.X. program. However, course substitutions may be made at later points of time upon approval of their faculty mentor and the director of the M.A.C.C. or M.T.A.X. program.

Admission Process For The M.T.A.X. Program:

Students must complete the following for admission to the M.T.A.X. degree program:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation Admission Application, including the payment of any applicable application fees.

Note that the above application materials will require students to take the GMAT exam and receive a minimum score of 550 and to submit official transcripts for all prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered for admission with additional evidence of strong professional accounting or financial management credentials.

B.A.C.C./ M.A.C.C. or M.T.A.X. Combined Programs

The combined programs allow students to combine their B.A.C.C. program with either the M.A.C.C. or the M.T.A.X. programs. The combined programs allow students to begin their graduate programs early while they are still completing their B.A.C.C. program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. B.A.C.C. students admitted to the M.A.C.C. or M.T.A.X. combined programs may begin taking graduate program coursework starting in the summer after their Junior year. The combined program allows students to complete both their B.A.C.C. and either the M.A.C.C. or M.T.A.X. degrees in approximately four and one half to five years on a full-time basis.

Undergraduate B.A.C.C. students interested in meeting the 150-hour requirements to become C.P.A.s are strongly encouraged to consider the combined program option. C.P.A. laws in a majority of states have recently been changed to require 150 units of university credit to receive a C.P.A. certificate. Additional information on this requirement is available from most State Boards of Accountancy.

Only students who are currently enrolled in the B.A.C.C. degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening M.A.C.C. courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

Since M.A.C.C. or M.T.A.X. courses are offered in five week terms on a year-round basis, students interested in completing the combined program quickly should plan on taking M.A.C.C. or M.T.A.X. courses during the summers starting after the Junior year. In fact, the M.A.C.C. or M.T.A.X. class schedule has been efficiently designed to allow combined program students to take their M.A.C.C. or M.T.A.X. required courses in the summer between their Junior and Senior years.

Program Requirements:

The B.A.C.C./M.A.C.C. or B.A.C.C./M.T.A.X. combined programs are 154-unit program consisting of the 124-semester unit requirements for a Bachelor of Accountancy degree (see the Undergraduate Bulletin) and the 30 semester-unit requirements for either the M.A.C.C. or M.T.A.X. degrees. Students interested in either combined program should review the M.A.C.C. or M.T.A.X. program requirements discussed above.

B.A.C.C. students accepted into the combined program should consult with their faculty mentor, the director of the M.A.C.C. or M.T.A.X. program, and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their B.A.C.C. requirements so that they will maximize their availability of financial aid.

Admission Process For The Combined B.A.C.C./M.A.C.C. Or B.A.C.C./M.T.A.X. Programs:

Students must complete the following for admission to the combined B.A.C.C./M.A.C.C. or B.A.C.C./M.T.A.X. degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation Admission Application, including the payment of any applicable application fees.

As discussed below, to be considered for admission into the Combined Program, a student must meet the criteria listed below:

1. Declared USD Bachelor of Accountancy major only
2. Completion of a minimum Acct 300 and one additional upper-division undergraduate Accountancy course
3. Completion of a minimum of 84 undergraduate-semester hours applicable toward their B.A.C.C.
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses
6. A GMAT score of 550 (waived if 3.25 GPA in overall USD coursework)

The application includes the following items:

1. Application
2. Three letters of recommendation
3. Résumé
4. Personal statement
5. \$80 application fee
6. GMAT (waived if 3.25 GPA in overall USD coursework)

Upon Acceptance:

1. You must select a faculty mentor.

2. You must meet with that mentor and complete an approved "M.A.C.C. or M.T.A.X. Program Plan" prior to the beginning of M.A.C.C. or M.T.A.X. coursework.

Program and Course Sequencing Requirements for B.A.C.C./M.A.C.C. or B.A.C.C./M.T.A.X. combined program. The following sequencing requirements must be met by all students in the combined program:

1. Under no circumstances will a student in the combined program be able to receive their M.A.C.C. or M.T.A.X. degree prior to the completion of their B.A.C.C. degree.
2. Under no circumstances will completed M.A.C.C. or M.T.A.X. course credit be applied toward any USD undergraduate degree requirements.
3. Students in the combined program may not enroll in any GSBA prefixed M.B.A. courses that are anticipated to be used as M.A.C.C. or M.T.A.X. electives until they have completed all B.A.C.C. degree requirement (i.e, GSBA prefixed courses may only be completed after the undergraduate degree is completed).
4. Students will receive their B.A.C.C. degree upon completion of the requirements of that degree program.
5. Students who have received admittance in the combined program must complete their remaining M.A.C.C. or M.T.A.X. degree requirements within five years of completing their B.A.C.C. degree or must reapply to the M.A.C.C. or M.T.A.X. program.

Graduate Certificate in Accountancy

A Graduate Certificate in Accountancy is offered for those students who desire additional professional accountancy courses, but who do not desire a complete graduate accounting degree. This certificate program is geared toward individuals that already have undergraduate accounting degrees or their equivalent. The certificate should be of strong interest to individuals who wish to:

1. Complete the remainder of their 150 semester-unit requirements for their C.P.A. certificate;
2. Update or extend their accountancy and financial management skills; and/or,
3. Complete continuing professional education (CPE) credit to maintain their current C.P.A. license.

Program Requirements

This graduate certificate program requires the completion of 15-semester units of M.A.C.C. prefixed coursework.

Students may select any 15 M.A.C.C. prefixed semester units based on their continuing professional education needs and their career objectives. Approval of their Program Plan by a faculty mentor is required prior to beginning their certificate program.

Students in this certificate program who subsequently decide to apply and enroll in the M.A.C.C. or M.T.A.X. degree programs will be allowed to apply the units already completed in the certificate program to their graduate degree. Enrollment in the M.A.C.C. or M.T.A.X. program must, however, begin within two years of the completion of this graduate certificate program in order for the completed units to be applied to the graduate degree. Students may not be concurrently enrolled in this certificate program and any other School of Business Administration degree or certificate program.

Admission Process for The Graduate Certificate in Accountancy

Students must complete the following for admission to this certificate program:

1. Complete the application materials for the Graduate Certificate in Accountancy program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

Graduate Certificate in Personal Financial Planning

The Graduate Certificate in Personal Financial Planning Program is designed for accountants who desire the skills necessary to provide clients with personal financial planning services, in addition to accountancy and taxation based services. The program is geared toward individuals who already have undergraduate accounting degrees or the equivalent.

Specifically, the certificate program is designed to prepare students to perform comprehensive financial planning services to individuals in the area of investment, insurance, retirement plans, income taxes and estate taxes. The curriculum is modeled after the topic areas in which proficiency must be demonstrated in order to earn the P.F.S. add-on credential to a C.P.A. certificate.

Specifically, the AICPA currently offers an add-on credential entitled a P.F.S. (Personal Financial Specialist) for those holding C.P.A. certificates. Students completing this Graduate Certificate program should acquire the basic educational background accountants will need to qualify for this add-on credential. However, the P.F.S. credential is administered by the AICPA and C.P.A.s will need to apply directly to the AICPA and will need to meet all of the AICPA requirements (including a P.F.S. examination) before they can receive the add-on credential. For more information on this add-on credential go to www.aicpa.org.

Program Requirements

Students in this Graduate Certificate program must complete the following 15-units of M.A.C.C. courses:

MACC 520	Fundamentals of Personal Financial Planning (3)
MACC 521	Insurance Planning (3)
MACC 522	Investment Planning and Risk Management (3)
MACC 523	Retirement Planning (3)
MACC 562	Estate and Gift Taxation and Planning (3)

Students considering this certificate program should alternatively consider applying for the 30 unit M.A.C.C. degree program and completing the above 15-unit certificate requirements as part of the electives in that graduate degree program (See the Personal Financial Planning specialization track in the M.A.C.C. program description). Students in the M.A.C.C. degree program who complete the above 15-units as electives will automatically receive this Graduate Certificate in Personal Financial Planning.

Alternatively, students completing this Graduate Certificate program who subsequently decide to apply and enroll in the M.A.C.C. degree will be allowed to apply the units already completed in the certificate program to the M.A.C.C. degree. Enrollment in the M.A.C.C. program must, however, begin within two years of the completion of this graduate certificate.

Admission Process for the Graduate Certificate in Personal Financial Planning

Students must complete the following for admission to this certificate program:

1. Complete the application materials for the Graduate Certificate in Personal Financial Planning program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants

with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

Courses and Seminars

MACC 501 COMMUNICATIONS AND ETHICS FOR FINANCIAL PROFESSIONALS / 3 UNITS

This course will focus on improving business presentation skills with several oral presentations required during the course. The course will also introduce basic behavioral or communication skills needed to manage yourself and relationships with others in organizations. Skills learned will include self-management, goal setting, strategic thinking, communicating, creative problem solving, resolving conflicts, team building, motivating, leading change, and evaluating performance. The development of professional ethics and values will be stressed and will comprise a minimum of one-third of the material in this course. Prerequisite: Admission to the B.A.C.C./ M.A.C.C. or M.T.A.X. programs or either of the M.A.C.C. or M.T.A.X. combined programs.

MACC 502 LEADERSHIP IN A FINANCIAL TEAM ENVIRONMENT / 3 UNITS

This course examines the challenges of creating and leading in a team-based organizational culture. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, process facilitation, leadership interventions, and team member skills. Teaching methods include assessments, role-plays, case studies, simulations, skill practice, and a project documenting a team leadership experience. Discussion of the interaction of professional ethics and team leader behavior will comprise a minimum of one-third of this course. Prerequisite: Admission to the M.A.C.C. or M.T.A.X. programs or B.A.C.C./ M.A.C.C. or M.T.A.X. combined programs.

MACC 503 NEGOTIATIONS: STRATEGY, PRACTICE, AND ETHICS / 3 UNITS

This course is designed to raise your negotiation competency by presenting a comprehensive, logical approach to a wide variety of negotiation situations. Based on experiential learning, the course will use live negotiation situations where students can develop strategies, employ bargaining tactics, and structure agreements. In addition, the course will examine how to integrate the strategic goals of an organization with the strategic goals of your negotiations and to use negotiations to create value. The course will allow students to examine areas of strength and

weakness in their own negotiating style. Finally, negotiating strategy and tactics are set in the context of a code of personal and professional ethical conduct with a minimum of one-third of the course devoted to understanding how ethical issues should impact the negotiation process.

Prerequisite: Admission to the M.A.C.C. or M.T.A.X... programs or either of the B.A.C.C./ M.A.C.C. or M.T.A.X. combined programs.

MACC 510 APPLIED CORPORATE FINANCE / 3 UNITS

This course reviews complex financial decision making techniques. The ascendancy of shareholder value over the last two decades requires participants to be acquainted with modern financial decision making techniques. Leveraged buyouts (LBO), initial public offerings (IPOs), mergers and acquisitions (MandA), and real option valuation (ROV) will be taught via both text and case methodologies.

Prerequisite: FINA 300 or GSBA 505. May not receive credit for this course and GSBA 520.

MACC 520 FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING / 3 UNITS

This course investigates a broad spectrum of financial planning processes including regulatory, legal, and ethical issues. Other relevant topics include sequencing the financial planning process, communications theory, financial assets, liquidity and cash management, and the effect of a changing economic environment. Prerequisite: FINA 300 or GSBA 505 and 510.

MACC 521 INSURANCE PLANNING / 3 UNITS

A fundamental part of personal financial planning and personal financial management is risk management, which involves the identification, analysis and management of a client's risk exposures. The purpose of risk management is to protect a client's assets and income against large, unexpected losses. Insurance topics including life, annuities, health, disability, long-term care, homeowners and property insurance. Selection of the appropriate role of insurance planning will effectively transfer risk exposures in a sound risk management program. Prerequisite: FINA 300 or GSBA 505 and 510.

MACC 522 INVESTMENT PLANNING AND RISK MANAGEMENT / 3 UNITS

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial

analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers. Prerequisite: FINA 300 or GSBA 505 and 510. May not receive credit for this course and GSBA 521.

MACC 523 RETIREMENT PLANNING / 3 UNITS

This course emphasizes the fundamentals of retirement planning from a personal financial planning perspective. Specifically, the course will emphasize the examination of various types of retirement plans and the taxation implications of those plans. Qualified plans as well as plan installations, administration and terminations will be discussed. The suitability of investment portfolios for qualified plan situations will also be introduced. Prerequisite: FINA 300 or GSBA 505 and 510. ACCT 306 is also recommended.

MACC 530 INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING / 3 UNITS

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. Prerequisite: ACCT 300 or GSBA 510.

MACC 531 APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS / 3 UNITS

Applied research skills are essential for practicing financial accountants and auditors. This course focuses on helping professional accountants acquire applied research skills that will enable them to access relevant professional guidance, to understand it, and to apply it. Case analyses will be performed by students using the Internet and other relevant research materials. Students will prepare case analysis based upon their research and will present their results in oral presentations and in professional write-ups. Research on relevant ethical issues in the profession will be a critical part of the cases examined in the course. Prerequisite: ACCT 301.

MACC 532 FRAUD EXAMINATION AND FORENSIC ACCOUNTING / 3 UNITS

Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. It also involves discussion of internal controls to prevent fraud, and is designed to give a basic knowledge of skills needed for courtroom testimony. Prerequisites: ACCT 408.

MACC 540 CONTROLLERSHIP AND COST MANAGEMENT / 3 UNITS

This course will focus on current controllership and strategic cost management topics. Topics to be studied include activity based costing, balanced scorecard, benchmarking, and management control systems. Teaching methods include lecture or discussions, case studies, and presentations. Development of appropriate values and ethics needed by company controllers is included in the course. Prerequisites: ACCT 302 or GSBA 510 and 511.

MACC 550 DATABASE APPLICATIONS FOR FINANCIAL PROFESSIONALS / 3 UNITS

The focus of this course is to develop competence in solving organizational problems requiring the design, implementation, management, and use of database systems. The course addresses the technical, business and application development issues associated with managing and using an organization's data resources. The course incorporates relational database technologies (Microsoft Access and Microsoft SQL Server) into the classroom experience via training and assignments, culminating with a group project requiring developing a database. Prerequisites: ACCT 303 or GSBA 510 and 511.

MACC 551 ACCOUNTING SOFTWARE SELECTION AND IMPLEMENTATION / 3 UNITS

This course will provide students with an overview of what business applications are currently available, how they can be purchased and delivered, and how they can help organizations process transactions and gain competitive advantage. Particular emphasis will be given to accounting software and ERP systems, but other applications such as customer relationship management software, supply chain management software, and manufacturing-oriented packages will also be discussed with a focus on how they can integrate with and maximize the value of accounting software. Prerequisites: ACCT 303 or GSBA 510 and 511.

MACC 552 SECURITY AND CONTROL IN AN ERP ENVIRONMENT / 3 UNITS

This course is designed to provide students with an awareness and basic understanding of the various security and control issues that arise in and around an organization's accounting information systems. Topic coverage will focus on current techniques that organizations use to secure their accounting applications including (ERP), corporate databases, operating systems and external communications with customers and suppliers. Also covered will be issues related to the maintenance of adequate storage and backup policies and facilities for corporate data. A comprehensive project will allow students to apply their newly acquired knowledge to a real-world setting. Prerequisites: ACCT 303.

MACC 560 TAX RESEARCH / 3 UNITS

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law, and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. Prerequisites: ACCT 306.

MACC 561 PARTNERSHIP TAXATION / 3 UNITS

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs), and limited liability partnerships (LLPs), and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC, and LLP terminology, (2) know how and where to research non-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws, and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases, and examples) will provide the core methods of classroom instruction. Prerequisites: ACCT 407.

MACC 562 ESTATE AND GIFT TAXATION AND PLANNING / 3 UNITS

This course examines the details of three Federal transfer taxes: the estate tax, gift tax, and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax, and the determination and payment of the three taxes. Students will be expected to prepare estate and gift

tax returns, research issues related to these transfer taxes, and present topics to the class. Prerequisites: ACCT 306

MACC 563 STATE AND LOCAL TAXATION / 3 UNITS

This course is designed to provide an introduction to the principles of multistate taxation. Specifically, the course will provide: an overview of the impact of federal and state constitutional limitations on multi-state taxation, a fairly comprehensive introduction into the structure, problems and some of the tax planning opportunities for state corporate income taxation of multistate corporations, and an overview of sales and property taxes. Prerequisites: ACCT 306.

MACC 598 PROFESSIONAL ACCOUNTANCY INTERNSHIP / 3 UNITS

Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail. Prerequisite: Approval of placement by instructor. May only be taken once for three units toward degree requirements.

MACC 599 Special Studies / 3 units

Special or Independent Study usually involving empirical research and written reports. Grading is Pass/Fail. Prerequisite: Permission of instructor and M.A.C.C. or M.T.A.X. program director. May only be taken once for three units toward degree requirements.

Master of Science in Executive Leadership

Offered by the University of San Diego's School of Business Administration in alliance with the Ken Blanchard Companies, the MSEL degree focuses on the combination of leadership styles, skills, support sciences, and strategies. The Mission of the Master of Science in Executive Leadership (MSEL) program is to develop and inspire leaders who will transform their organizations and our world through service with compassion and integrity. The degree curriculum facilitates the development and mastery of key intrapersonal, interpersonal and organizational skills in real-world contexts to allow for maximum personal and organizational benefit.

The MSEL program objectives are designed to:

- Foster critical thinking and analytical skills needed to effect self and organizational change;
- Facilitate behavioral change in self and others through self-knowledge, cultural sensitivity, and team dynamics;

- Promote demonstrable skills for effective, values-based leadership;
- Develop a breadth of leadership skills in a both a profit and not-for-profit organizations; and,
- Assure the highest quality of peer interaction and a robust learning community .

This integration of the key elements of leadership provides graduates with an interdisciplinary framework of fundamental business knowledge including customers and markets, financial management, financial controls, and organizational strategy. However, as a specialized master degree program, the emphasis is on understanding and developing skills in various leadership contexts. This program satisfies those who seek a personal development experience that emphasizes the leadership functions of motivating and developing people and organizations over the administrative responsibilities of maximizing work-unit efficiencies or technical elegance.

Designed around an executive education learning model, MSEL encourages executive participants to learn from one another by sharing diverse perspectives and problem solving strategies in an environment that fosters creativity and innovation. Executive-level participants engage in an applied-learning curriculum co-facilitated by the expert authors, theorists, and business leaders drawn from the School of Business Administration faculty, The Ken Blanchard Companies instructors, and business executives.

A typical candidate for the MSEL program has at least five years experience as a professional and is currently serving in a position of leadership. He or she wants to learn how to more systematically leverage the leadership experience into accelerated personal and organizational growth. Because the program presents classroom lessons that are required to be put into practice, all students should expect to continue to work in leadership roles throughout the duration of the program.

Students enroll in the MSEL program as either an alternative or complement to the traditional MBA education. Their educational focus is to enhance their leadership skills to allow them to be more effective as leaders in their organizations. The program attracts students who want the combination of leadership style, skills, and strategies, and the harder sciences of business from a leadership perspective.

Backgrounds of past students include the CEO of a publicly-traded company, several CEO's of private companies, many C-level leaders, and other managers who have leadership responsibility in their current position and show the potential for increasing their leadership roles in their organizations. About 90 percent of all students are from

the southern California area, with the remaining from outside the area which requires commuting to the classes. Among the organizations represented by MSEL graduates are WD-40, Jack-in-the Box, Gen-Probe, Rancho Santa Fe Technologies, ResMed, Solar Turbines, Pfizer, and others.

Admission Requirements

M.S.E.L. candidates have typically held positions of responsibility including chairman, CEO, president, vice president, director, and manager. Accelerating personal growth is often a primary objective. As the first criteria for admission, candidates are expected to have a set of diversified leadership experiences.

- Five or more years in a professional capacity within an organization;
- Currently serving in a leadership or management position; and,
- Expects to continue to serve as a leader within an organization throughout the program.

Additional screening is typical of that found for entry into most business graduate degree programs – the assessment of academic competence.

- Bachelor's degree from an accredited college or university;
- Graduate Management Admissions Test (GMAT) or an equivalent Professional Work Product prepared by the candidate;
- Letters of recommendation from the applicant's supervisor, a colleague and a direct report; and,
- Essay explaining why the applicant is interested in the M.S.E.L. program and how the degree program will further the applicant's personal and professional goals.

Leaders and managers who are interested in this program should request a copy of the application from the M.S.E.L. Program Office at (619) 260-4828 or download the application at www.business.sandiego.edu/M.S.E.L.

Curriculum Overview

This cohort-based program requires all students to progress together through a series of 19 specified courses over a 22-month period. Classes meet one weekend a month for twenty-two months with 2 one-week intensive sessions at the beginning and middle of the curriculum. In this manner, MSEL delivers not only an AACSB/WASC accredited graduate business degree, but lifelong friendships and a valuable business network. The scheduling format of the courses – one weekend per month (all day Friday and Saturday and half-day Sunday) with two full-week courses – allows students to fulfill their work responsibilities while

still pursuing their degree. The following is a tentative order of the MSEL courses, all required:

MSEL 520	Preparing for Leadership: Self-Appraisal and Analysis
MSEL 521	Optimizing Individual Learning
MSEL 522	Leadership, Power & Politics
MSEL 529	Leadership in a Team Context
MSEL 524	Communicating Your Leadership Point-of-View
MSEL 525	Decision Making
MSEL 526	Succession Planning & Talent Management
MSEL 527	Partnering for Performance Using SL II®
MSEL 523	Ethics in the Workplace
MSEL 528	Negotiations & Problem Solving
MSEL 530	Leadership in a Global Context
MSEL 535	Finance & Accounting for Organizational Leadership
MSEL 536	Corporate Governance
MSEL 531	Leading Change
MSEL 532	Designing Organizational Culture: Values & Alignment
MSEL 534	Marketing Strategy, Structure & Processes
MSEL 533	Innovation & Organizational Learning
MSEL 537	Executing Global Strategic Initiatives
MSEL 538	Leadership for the Future

Courses and Seminars

MSEL 520 PREPARING FOR LEADERSHIP: SELF-APPRAISAL AND ANALYSIS / 3 UNITS

This course, the first one-week track, serves as the orientation to the master's program. Students explore the relationship between personality and behaviors of the socially responsible leader. Topics include personality theory, disposition, beliefs, values, presentation of self in the workplace, and the competencies required to effectively lead values-driven organizations. Students learn what values and character they bring to their management roles, as well as how to discern the disposition and values framework others bring to the workplace. Approaches include diagnostic instruments for self and others, role plays, case studies, a writing project to establish a personal mission statement and formulating strategies for balancing work and personal values.

MSEL 521 OPTIMIZING INDIVIDUAL LEARNING & DEVELOPMENT / 1.5 UNITS

Focusing on the Leader as Learner, students develop an understanding of the relationship between leading, learning and teaching in an effort to maximize individual and organizational performance. The Leader as Learner is the main theme of this course. Students assess how they best acquire and process information to help them advocate for what they need as leaders and learners. Common business processes and skills practiced will assist in defining, understanding, and developing a learning orientation and optimizing leadership so individuals in organizations can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance.

MSEL 522 LEADERSHIP POWER AND POLITICS / 1.5 UNITS

This course covers the analysis, explanation and evaluation of power and politics in organizations. It offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Our discussions will cover how people in organizations try to get what they want by influencing others (a key aspect of leadership), how their ability to do so is affected by power distributions and how people try to change power distributions in their favor. We will evaluate these behaviors and discuss how, as a leader, you should participate in these behaviors.

MSEL 523 ETHICS IN THE WORKPLACE / 1.5 UNITS

This course examines the moral features of activities and decision-making within and among organizations. Beginning with the assumption that most people want to act ethically most of the time, we must also recognize that people and relationships are complex. Determining the proper course of action is at least as difficult as taking that action within an elaborate network of stakeholder relationships. Toward improving moral analysis in organizations, this course will cover topics such as: the effects of time pressure, division of loyalties, conflicts of obligations, effects of bureaucracy, nature of authority, cultural relativism and international ethical differences, among others.

MSEL 524 COMMUNICATING YOUR LEADERSHIP POINT-OF-VIEW / 1.5 UNITS

Contemporary research demonstrates that effective leaders articulate a clear and consistent Leadership Point of View. Students will explore the importance of developing a clear leadership point of view in an organizational context. In addition, students will reflect on the principle of Servant

Leadership and its application as the foundation for any leadership point of view. Each student will be asked to present his or her leadership point of view in oral and written formats. The teaching methods include self-diagnosis, role-plays, case studies, and presentations by both faculty and students.

The MSEL program as a whole provides a framework for leadership with six specific areas of concentration. MSEL 524 concludes the formal self-leadership segment of the MSEL curriculum and focuses primary attention on Leadership and Best Business Practices:

MSEL 525 DECISION MAKING / 1.5 UNITS

Both quality and timeliness of decision making are stressed in this integrative approach to decision making in the leadership arena. Systematic processes of business problem solving and decision making are introduced and applied to real-world situations. Topics include problem definition; generation of alternatives; statistical inference and decision techniques; risk assessment and analysis, decision making under uncertainty; game theory and behavioral economics and implementation, political and ethical considerations in decision making. Teaching methods include lecture, case studies, and group and individual projects.

The objective of this course is to apply decision tools and analytical techniques to evaluate decision problems faced by leaders. Understanding these quantitative and non-quantitative decision techniques will allow leaders to evaluate alternatives, understand risk, and achieve optimal results when faced with complicated decision problems.

MSEL 526 SUCCESSION PLANNING & TALENT MANAGEMENT / 1.5 UNITS

This course – Succession Planning & Talent Management – explores the science and art of identifying and developing tomorrow's leaders in organizations. Traditionally, corporate boards have left leadership planning and development very much up to their CEOs and human resources departments. Companies whose boards and senior executives fail to prioritize succession planning and leadership development end up experiencing a steady attrition in talent and becoming extremely vulnerable when they have to cope with inevitable upheavals.

Attracting, developing and retaining talent may be the most critical function of today's organizational leadership. Making sure the right people are moving at the right pace and into the right jobs at the right time can significantly impact the sustainability and competitive advantage of any business enterprise. Students will first review and reflect on their personal career development path using the data in the Voices 360° feedback report. They

will learn strategies and best practices for identifying and documenting organizational needs and recruiting talent, as well as managing their performance and development once on board. Topics include leadership development and performance management systems, Board of Directors, executive ability, organizational development, accountability, succession planning, reward and recognition. Content focuses on best-practices that help ensure sustained employee “fit” and engagement.

MSEL 527 PARTNERING FOR PERFORMANCE USING SL II® / 1.5 UNITS

This course explores the issues, possibilities, and prescriptions when ethically leading in a one-on-one context. Topics include defining leadership in the one to one context, diagnosis of employee competence and commitment, the use of directive and supportive behaviors, the consequences of over and under supervision, assessment-based feedback on leadership style, leader behaviors and employee satisfaction, and the dynamic impact of an individual's DiSC® profile on leader effectiveness.

Teaching methods include assessments, role plays, case studies, and one paper demonstrating the application of these tools and techniques in the student's workplace.

MSEL 528 NEGOTIATIONS & PROBLEM SOLVING / 1.5 UNITS

Business people operate in environments in which political and economic pressures are strong, and in which resources – natural and human resources as well as time and money – may be scarce. Moreover, various diverse and competing groups (both within and outside of the organization) often do all they can to influence the goals and direction of the organization. Given such circumstances, negotiation is a central skill in managing conflict, creating value, and distributing resources. This course explores the science and art of negotiation. The “science” is learned largely through seminar style discussions and lectures. The “art” is learned by experience in simulated negotiations. Multi-faceted negotiation simulations provide opportunities to develop multi-party and cross-cultural negotiation skills and engage in open discussion and direct feedback requiring special attention to issues of leadership, ethics and trust.

MSEL 529 LEADERSHIP IN A TEAM CONTEXT / 1.5 UNITS

This course examines the challenges and possibilities of creating and leading in a team based organizational culture. Topics include: stages of team development; team dynamics and observation skills; leadership interventions; team

chartering and conflict management. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.

MSEL 530 LEADERSHIP IN A GLOBAL CONTEXT / 1.5 UNITS

Managing organizations and people of diverse national cultures is a critical leadership skill that enriches organizations and contributes to success in a global business environment. Emphasis is placed on viewing global awareness as a necessary operational tool to global business strategy. Attention will be devoted to critical interpersonal skills of the Global Leader, including among other things, multi-cultural communication, ethics, managing hierarchy in mixed cultures and differing views on time. Also, the course will explore the complex decision making processes associated with cross-cultural management, the context of international business, the economic and social impact of corruption and culturally-consistent leadership. Teaching methodology includes case studies, video examples, experiential exercises, role plays and discussions.

MSEL 531 LEADING CHANGE / 3 UNITS

Change agents play a critical role in organizations. This course explores the problems and possibilities when leading an organizational change effort. Students will learn the stages of concern that individuals experience when dealing with change and why people resist change. In addition, several models of change are shared and students will identify successful and unsuccessful change efforts in their own organizations and do a final project on leading a change initiative. Topics include change management strategies, alignment of organizational systems, and theories of change. The main intent of this course is to design and develop your own "tool kit" with strategies and models to help you make change comfortable or even exciting for others in your organizations. Teaching methods include simulations, guest speakers, videos, lecture and small group discussion, and facilitator-assisted analysis of the group's learning.

MSEL 532 DESIGNING ORGANIZATIONAL CULTURE: VALUES & ALIGNMENT / 1.5 UNITS

Culture is explored as an expression of how things get done within an organization, with the aim of distinguishing why some cultures become a source of competitive advantage, while others don't. The course explores the abstract concept of culture - what it is, how it is created, how it evolves, and how it can be changed - and practical tools that managers and leaders can use to understand the dynamics

of organizations. Leaders learn to assess how members read their organizational culture to identify embedded values and norms. Intervention strategies are developed to realign cultural elements with mission, vision, and strategic direction. Class materials and activities demonstrate the crucial role leaders play in successfully applying the principles of culture to understand organizational effectiveness and achieve organizational goals. Topics include: accountability, belief systems, boundary systems, communication in organizations, control systems, motivation, organizational behavior, organizational development, and values.

MSEL 533 INNOVATION & ORGANIZATIONAL LEARNING / 1.5 UNITS

Common business processes and skills practiced will assist in defining, understanding, and developing a learning organization. Focus is on optimizing leadership so individuals in organizations can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance. Topics include systems thinking, customer feedback, diagnostic control systems, employee development, employee empowerment, entrepreneurial management, innovation, interactive control systems, knowledge management, and knowledge transfer. Teaching methods include assessment tools, role-plays, lecture, participant presentations, and an "Action Learning" project.

MSEL 534 MARKETING STRATEGY, STRUCTURE & PROCESSES / 3 UNITS

An examination of the integrated set of commitments, decisions, and actions designed to give a firm competitive advantage. Drawing from Designing Organizational Culture students continue their analysis of organizational core competence. Focus is on an exploration of the marketing process in the firm and in society in relation to identified organizational strategies. The most important objective of this course is for each participant to develop an understanding of the scope, challenges, opportunities, and limitations of strategic marketing. Topics include customer value, satisfaction and loyalty; consumer research; market analysis; market segmentation and targets; brand equity; designing and managing services; pricing; and integrated marketing communications.

MSEL 535 FINANCE & ACCOUNTING FOR ORGANIZATIONAL LEADERSHIP / 4.5 UNITS

This course presents the responsibilities, analytical approaches, and leadership strategy implications of the accounting and financial officer of a company. The course integrates the external (investor) and the internal (financial leadership) perspectives. First, the tools required to manage

the accounting and financial functions within a mature corporation will be presented. Second, the financial implications of a start-up company will be covered. Both of these perspectives are internal to the business organization. The third perspective will be external in covering how the financial communities of investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. The course will cover the key issues related to each perspective.

Learning methods include lecture, problem solving, in-class case analysis, and project reports.

MSEL 536 CORPORATE GOVERNANCE / 1.5 UNITS

Failure in corporate governance, an ineluctable responsibility of business leadership, can threaten the very existence of the firm. Providing leadership on corporate governance requires first the examination of why governance is necessary—i.e., what specific problems arise as a result of the corporate form—and gaining an understanding of the reach and scope of the principal corporate governance mechanisms. Topics such as the purpose and nature of the firm, models of corporate governance and their correspondence with legal and financial traditions, internal and external governance mechanisms, the role of regulatory authorities, and executive compensation are covered in a comparative and interdisciplinary manner.

MSEL 537 EXECUTING STRATEGIC INITIATIVES / 1.5 UNITS

Execution is essential for all great strategies. As such, the focus of this course will be on developing execution excellence, and the breakthrough thinking and leadership foundations which that requires. Focus will be on integrating individual, interpersonal, team and organizational leadership with the critical financial, customer, and strategic initiatives explored in the preceding courses. This will lead to a richer understanding of the complexity associated with organizational leadership and the mastery of executing organizational strategy. The purpose of this course is to help you develop a better understanding of the layers of complexity associated with being an 'executive' and the link between execution and strategy.

MSEL 538 LEADERSHIP FOR THE FUTURE / 1.5 UNITS

As the culmination to a 22-month journey, students are provided the opportunity to synthesize and bring closure to this formal stage of their learning. Students review their learning goals and assess the extent to which they have developed the necessary competencies to perform as high

potential executive leaders who impact high performing organizations. The role of leaders in defining and building socially responsible organizations is explored. Students also present and discuss their final portfolio submission (embedded assessment) containing their personal leadership plan, leading others plan, and current business plan. Teaching methods include lecture, presentations, simulation, and guest lecturers.

Note: Course offerings and descriptions are subject to change.

Master of Science in Real Estate

The Master of Science in Real Estate (MSRE) degree program develops the specialized skills needed by real estate professionals through an interactive approach. The program provides students with the leadership, communication and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs.

Through the use of personalized teaching methods, including a substantial number of real-time, project-based courses, students gain a full comprehension of and appreciation for the many different facets of the real estate profession. Specifically, the University of San Diego's real estate master's program produces graduates who have:

- Decision-making skills, including financial and quantitative analysis;
- Negotiating skills and an understanding of the ethical conduct issues in the real estate profession;
- Business writing, critical thinking and problem-solving skills
- Oral communication and interpersonal skills;
- Technology-related skills, including spreadsheet modeling and real estate databases; and
- An awareness of the importance that sustainability plays in the industry's future and the knowledge to implement accordingly.

Real estate is a multi-disciplinary field, and the M.S.R.E. focuses on providing students with a solid foundation comprised of the many different disciplines and components that make up the dynamic real estate profession. Discussion of the political and social implications of real estate decisions, as well as their ethical dimensions, is incorporated throughout the curriculum. A growing emphasis is placed on sustainability. The program

is built on the strengths of the USD School of Business Administration and its Burnham-Moores Center for Real Estate, which has an outstanding reputation throughout the region.

Qualifications for Admission

- College or university degree transcripts (officially sealed) with minimum 3.0 GPA
- GMAT score with a minimum of 550
- Two (2) recommendation forms: one academic preferred
- Statement of interest in a real estate career (up to 750 words)
- Complete application form with signature
- Interview (in person or by phone) at the discretion of the admissions committee
- Résumé detailing a minimum of two years of relevant work experience
- Application fee of \$80 Transcript evaluation for non-U.S. bachelor's degrees
- TOEFL test (international students only; minimum score of 92)

Early admission deadline is Dec. 15; notification date is Jan. 15. Standard admission deadline is March 15; notification date is April 15.

Late admission deadline is June 1; notification date is July 1.

For more information or to apply to the program, go to www.sandiego.edu/msre.

Requirements For The M.S.R.E. Degree

MSRE 500	The Real Estate Process (2)
MSRE 502	Real Estate Law and Public Policy (3)
MSRE 503	Commercial Real Estate Finance and Investment (3)
MSRE 505	Negotiations and Ethical Issues in Real Estate (3)
MSRE 506	Strategic Management of Real Estate Assets (2)
MSRE 507	The Urban and Suburban Development Process (3)
MSRE 508	Commercial Real Estate Valuation (3)
MSRE 509	Commercial Real Estate Capital Markets (2)
MSRE 510	Real Estate Capstone (2)
MSRE 511	Real Estate Seminar (1)
MSRE 513	Real Estate Market Analysis (3)
MSRE 515	Design and Construction Management (3)
MSRE 517	Sustainable Real Estate (2)

Total: 32 units

Courses and Seminars

MSRE 500 THE REAL ESTATE PROCESS / 2 UNITS

This course is an intensive week-long introduction to basic real estate fundamentals to provide an overall foundation. It highlights the crucial role of being a socially responsible, ethical real estate professional in shaping communities for future generations. It provides training in different technology-related tools used throughout the program, as well as the start of team-building and networking within the student cohort. Key real estate professionals serve as guest speakers and highlight the many different disciplines comprising the real estate process.

MSRE 502 REAL ESTATE LAW AND PUBLIC POLICY / 3 UNITS

This course provides historical foundation and fundamental legal principles affecting real estate. It uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Required readings, document reviews, class discussions, applied research, presentations and outside speakers enable a practical understanding of ethical principles and legal implications that impact real estate.

MSRE 503 COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT / 3 UNITS

This course introduces core concepts, principles, analytical methods and tools useful for making finance and investment decisions regarding commercial real estate assets. It uses a multi-disciplinary approach to an intense study of the financial, spatial and social economics of commercial real estate. It builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing the fundamentals of property markets and financial markets (primary emphasis on “Main Street” deals rather than Wall Street).

MSRE 505 NEGOTIATIONS AND ETHICAL ISSUES IN REAL ESTATE / 3 UNITS

Negotiations are central to most decisions made about a real estate asset starting from the original acquisition agreement to the lease agreement, operations and management, as well as disposition. These negotiations often present ethical dilemmas for the parties involved. This course explores the science and art of negotiation with “science” learned largely through readings and discussions, and “art” learned through experience gained in simulated real

estate negotiations in which students examine the ethical dilemmas facing various parties to a transaction.

MSRE 506 STRATEGIC MANAGEMENT OF REAL ESTATE ASSETS / 2 UNITS

This course examines strategic and tactical risk management strategies for real estate assets involving ownership entities including individuals, institutional investors and businesses. It explores how asset management directly affects cash flows and therefore the underlying value of a single asset or a portfolio of assets. Topics include: financing and refinancing opportunities and techniques, designing a tenant mix, marketing strategies for leasing the asset, creating and implementing repositioning strategies, planning capital expenditures, budget and management reporting, cost control and operations strategies. We will consider the role of real estate in a corporation including its relationship to the strategic plan and balance sheet; its place in corporate mergers; and its programming, procurement, investment, management and disposal.

MSRE 507 THE URBAN AND SUBURBAN DEVELOPMENT PROCESS / 3 UNITS

This course provides a step-by-step analysis of the phases involved in the real estate development process including original product conceptualization based on market research, site acquisition, entitlement process, construction process, financing, and marketing (lease-up) of the property. Leadership, management and control of the development teams will be highlighted. Land use theory, traditional and contemporary metropolitan development patterns, transportation and environmental issues also discussed. We will consider the impact of choices regarding investment objectives, changing technology, telecommunication, and socioeconomic and market activities on the development process and the success of a real estate project.

MSRE 508 COMMERCIAL REAL ESTATE VALUATION / 3 UNITS

This course focuses on the theory and practice of real property valuation beginning with fundamental concepts of real estate appraisal, then gaining practical experience by completing an appraisal and analysis of an investment property in San Diego. Teams are assigned an industry mentor who provides the appraisal project and coaches the data-gathering process. We will conclude with team presentations of appraisal projects to a panel of judges. This course uses the ARGUS financial software and various real estate market databases to complete the valuation.

MSRE 509 COMMERCIAL REAL ESTATE CAPITAL MARKETS / 2 UNITS

This course examines the major players, investment criteria and deal structures available in the capital markets (both debt and equity) for the real estate investor. It analyzes roles of traditional sources of real estate capital, as well as the proliferation of newer financial products, with a focus on the risk or return parameters for the various sources of capital.

MSRE 510 REAL ESTATE CAPSTONE / 3 UNITS

Teams work on a live feasibility-consulting project in the San Diego region providing their client with a professional presentation and a report at the end of the term. Projects will vary so that the class will be exposed to different kinds of real estate challenges. The unique attributes of alternative real estate assets will be explored. The course helps develop problem-solving and consulting skills essential for success in determining real estate feasibility.

MSRE 511 REAL ESTATE SEMINAR / 1 UNIT

A seminar designed to bridge the academic to practitioner gap by providing student interaction with practicing real estate experts on a current topic of special interest.

MSRE 513 REAL ESTATE MARKET ANALYSIS / 3 UNITS

This course is aimed at providing the foundation for the program's development course and eventually the capstone course. We cover transportation and land economics and examine how these influence land values. We explore changes in transportation costs and the impact of public transit. We also focus on various property types including but not limited to housing, office, industrial and retail property, looking at sources of demand and supply, management and marketing issues and forces which drive rents. We spend some time on financial feasibility analysis, front-door and back-door techniques where we examine supportable values given rents, or required rents given the costs. Experts on market and feasibility analysis will present at various points in the course.

MSRE 515 DESIGN AND CONSTRUCTION MANAGEMENT / 3 UNITS

This course provides an overview of planning and design considerations for the most productive use of a site, as well as exposure to the process of construction management. It considers construction management from a developer's point of view and includes direct student interaction with design professionals and the general contracting and construction management side of the real estate industry. Students will be exposed to the major issues facing the developer in terms of feasibility, site planning, design, space utilization, management of the construction process

including quality control, budgeting and scheduling. Alternative project procurement and construction delivery mechanisms will be identified and compared. An inside perspective on how a general contractor analyzes and bids a project will be provided, particularly the proforma from a design-build contract, the scheduling process, and the various computer tools available to the general contractor. A team of on-site specialists involved with a project will take students on a tour of a project under construction.

MSRE 517 SUSTAINABLE REAL ESTATE / 2 UNITS

As the United States focuses on carbon emissions, high energy prices and climate change, the real estate industry is responding to the challenge with environmentally sensitive, “green” and sustainable development practices. While the cost of going green is no longer a prohibiting factor, owners are now recognizing this as an economic opportunity to attract and retain tenants. Today’s building tenants are not only demanding buildings that incorporate waste recycling, energy efficiency and functional design, but they are also seeking quality of life, healthy environments and a reduced carbon footprint. This course will answer questions such as: Is sustainable real estate development a passing fad, or will future developments be mandated to meet national sustainability standards? What does sustainability mean to the typical public corporation; private firm; and what does it mean for the GSA, EPA and State GSA offices? How can real estate industry professionals proactively incorporate sustainable practices into their leasing and development strategies? What are the costs and benefits of sustainable real estate development?

Master of Science in Supply Chain Management

ISM approved Master of Science in Supply Chain Management and the Graduate Certificate in Supply Chain Management

Accredited by the Chartered Institute of Purchasing & Supply (CIPS) and approved by the Institute for Supply Management (ISM), the Web-based Master of Science in Supply Chain Management (M.S.-S.C.M.) is designed for high-performing managers and executives who have an established track-record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms’ profitability.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management;
- Identify gaps between their organization’s processes and world-class processes;
- Apply project management practices to one or more such gaps;
- Demonstrate success as an ethical leader in supply chain management; and,
- Demonstrate teamwork and team leadership skills.

This 36-Unit program consists of two phases. Phase 1 of the program is the Graduate Certificate in Supply Chain Management (G.C.-S.C.M.). Students have the option of completing Phase I only and receiving a Graduate Certificate in Supply Chain Management. Upon successful completion of Phase I (GPA 3.0 or higher), students may matriculate into Phase II and complete the M.S.-S.C.M..

The M.S.-S.C.M. program is offered online in a lock-step, cohort-based format and requires 26 months for completion. There is a two month break between Phase I and II, which each require one year for completion. This break allows students time for reflection and rejuvenation. The delivery format employs a blended approach to learning, whereby students spend 11 days on campus per year and complete the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user friendly manner. Students often make deeper connections with their online colleagues than in bricks-and-mortar classroom.

Phase I encompasses an 18-unit curriculum that integrates the three legs of supply chain management: supply management, logistics, and operations. Phase II, which requires an additional 18 units, expands on these principles adding emphasis in law and ethics, leadership, organization change management, supplier development, global supply management, finance and marketing. Both phases are designed to blend proven concepts with contemporary best practices found in successful businesses and governments throughout the world.

Integrative Project

The custom focused integrative project is the cornerstone of both phases. The project in Phase I addresses a gap between best-in-class practices as developed in the coursework and current practices at a sponsoring organization. The advanced integrative project in Phase II requires students to apply knowledge gained in coursework in leadership, change management, and ethics to a real-world gap between world-class practices and a sponsor’s practices.

The sponsored project is the vehicle for applied learning and it provides the link between theoretical and applied learning. In addition to the learning resulting from successful project execution, sponsoring organizations receive a positive financial return on their tuition investment. Individuals who are not sponsored by their firms or who do not have internal executive-level support for the integrative project are afforded an opportunity to undertake a project at a nearby firm (usually a small business) or a master's thesis. The project director facilitates these students in fulfilling the requirement of the integrative project course.

Learning Portfolio

Many experiences in business and life in general are spontaneous and sudden, giving little time to learn from what has been experienced. The opportunity for retained learning increases when experiences are recorded. In addition to providing the student with a record of his or her learning, portfolio-based learning provides a student's employer with an easy-to-review compilation of the learning process.

A portfolio is a collection of a student's experiences and achievements during a period of educational activity. A portfolio can contain a log or diary, record of events, project reports, project research, audits and evaluations, papers students have read, observations and reflections, video of consultations, and case descriptions and analysis. Each cohort in the program is assigned a faculty mentor who guides students in improving the effectiveness of their learning, facilitates the development of students' presentations and communication skills and provides both educational guidance and career counseling.

Admission Requirements

To provide flexibility to our prospective students, two application pathways are possible:

1. Apply to the Graduate Certificate in Supply Chain Management (G.C.-S.C.M.) with the intention to matriculate into the M.S.-S.C.M.. The intention to matriculate must be clarified in the statement of purpose at the time of application. A 3.0 GPA in the Graduate Certificate is required to matriculate. If a 3.0 is not attained, satisfactory score on the GMAT is required for matriculation.
2. Apply to the M.S.-S.C.M. program directly. A satisfactory score on the GMAT is required. Acceptance to the M.S.-S.C.M. includes acceptance to the G.C.-S.C.M. program, as it is the first year of the M.S.-S.C.M.. We offer this option as some companies

will not reimburse their employees for a certificate program, but will reimburse for a master's program.

Basic admission requirements include:

- Minimum two years work experience in a relevant supply chain management position
- Bachelor's degree from an accredited college or university
- A satisfactory GMAT score (only applicable to option #2)
- Additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs.

In addition, candidates will be expected to provide:

- Two letters of recommendation from the applicant's supervisor, a colleague, direct report, or university professor (only one letter is required for option #1);
- Statement of Purpose – a short essay reflecting the applicant's personal and professional objectives and expectations for the program.;
- A résumé describing work experience to date; and,
- College or university transcripts (officially sealed) from each college or university attended.

International students who possess an L-1 (business visa) may apply.

Course Requirements

Phase I (G.C.-S.C.M.)

- MSCM 551 Supply Chain Management (3)
- MSCM 552 Operational Processes (3)
- MSCM 553 Logistics and Supply Systems (3)
- MSCM 554 Strategic Cost Management (3)
- MSCM 555 International Negotiations (3)
- MSCM 558 Project Management Principles (2)
- MSCM 559 Integrative Project (1)

Phase II

- MSCM 571 Leadership and Ethics for Supply Chain Managers (3)
- MSCM 572 World-Class Supplier Development (2)
- MSCM 573 Organization Change Management (2)
- MSCM 574 Global Supply Management (1)
- MSCM 575 Law, Ethics, and Contracts for Supply Chain Management (2)
- MSCM 576 Finance for Supply Chain Managers (1)
- MSCM 577 Marketing in a Supply Chain Management Context (1)
- MSCM 578 Value Network Management (3)
- MSCM 599 Advanced Integrative Project (3)

Courses and Seminars

MSCM 551 SUPPLY MANAGEMENT / 3 UNITS

Examines the challenges of integrating the members of an organization's supply management system. Such improvements reduce time-to-market and improve quality and the inflow of technology from the firm's supply base, thereby increasing market share and profitability. These improvements also result in reductions in the total cost of ownership for purchased materials, services and equipment. Addresses supply management's role in: social responsibilities; buyer-supplier relationships; ethics; cross-functional teams; quality, price, and cost analysis; methods of compensation; total cost of ownership; the development of requirements; acquisition of services and equipment; outsourcing; global sourcing; post-award activities; and legal issues.

MSCM 552 OPERATIONAL PROCESSES / 3 UNITS

Examines operational processes of the supply chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include workflow systems, inventory systems, quality systems, production systems, logistics systems, cost estimation, optimization, and continuous improvement. Common business processes and business skills addressed include: production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods.

MSCM 553 LOGISTICS AND SUPPLY CHAIN SYSTEMS / 3 UNITS

Provides an understanding of the supply chain dynamics and analytical methods used to analyze, plan, and manage supply chain operations. Topics include: e-commerce; supply chain problems and issues; analytic techniques and applications used to address supply chain planning and management; and a comparative foundation of current industry applications, their benefits and limitations.

MSCM 554 STRATEGIC COST MANAGEMENT / 3 UNITS

Investigates the highly dynamic, timely, and little understood area of cost management in the supply chain. Promotes cost reduction as a critical tool in competitive business strategy redirecting emphasis from price to the total cost of ownership. Identifies costs throughout the supply chain system and methods of measuring costs and determining cost drivers. Develops written strategies on reducing or managing costs.

MSCM 555 INTERNATIONAL NEGOTIATIONS / 3 UNITS

Addresses the art and science of negotiation with the "science" learned through readings and the "art" learned through experience gained in simulated negotiations. These negotiations frequently are set in a foreign country, exposing participants to nuances of conducting business abroad. These mock or simulated negotiations are conducted both online and during the residence sessions held on campus.

MSCM 558 PROJECT MANAGEMENT PRINCIPLES / 2 UNITS

The integrative project is a core element of the Graduate Certificate and the Master of Science in Supply Chain Management. The ability to apply project management knowledge, tools and principles to the effective execution of process improvement or system implementation projects is central to modern supply chain management. This course provides students with the foundational capabilities required to be effective project managers in a supply chain context. Topics addressed include team formation, team sponsorship, and team governance, developing charters, project management, quantifying financial impacts, and presentation skills.

MSCM 559 INTEGRATIVE PROJECT / 1 UNIT

Each candidate identifies a sponsor-based supply management or supply chain-related project to complete during the certificate program. Projects are approved by management of the sponsoring organization and the Director, SCMI, and have the potential of contributing significantly to the sponsor's bottom line. The project may be conducted in a team environment if the project value exceeds the combined tuition of the team members.

MSCM 571 LEADERSHIP AND ETHICS FOR SUPPLY CHAIN MANAGERS / 3 UNITS

Addresses leadership to build collaboration in supply chains. Students will learn to: identify forces that support or destroy collaboration, discover ways of discerning the perceptions of others, uncover attribution errors, create an arsenal of ethical strategies, identify areas where new human alliances need to be created, and build a learning journal. Topics addressed include foundations of ethical leadership, diversity and inclusion, comparative leadership and management, international cultural context of leadership, leadership in a team-based context, and leadership and the learning organization.

MSCM 572 WORLD-CLASS SUPPLIER DEVELOPMENT / 2 UNITS

Supplier development consists of the process and activities that a buying firm undertakes to improve a supplier's performance and capabilities to meet the buying firm's supply needs. Buying firms use a variety of activities to improve supplier performance including: assessing suppliers; operations, providing incentives to improve performance, instigating competition among suppliers, and working directly with suppliers, either through training or other activities. Topics addressed include strategic perspectives, supplier development process, supplier development enablers, barriers to supplier development, and world-class supplier development.

MSCM 573 ORGANIZATION CHANGE MANAGEMENT / 2 UNITS

Supply chain management organizations support the overall objective of a smooth flow of quality products, services, and information to optimize end customer satisfaction. This course focuses on organizational change in relationships, structures, communications systems, and culture. Topics addressed include business process reengineering, diagnosing change, managing change, change leadership, organizational and culture behaviors, organizing for change, and change implementation.

MSCM 574 GLOBAL SUPPLY MANAGEMENT / 1 UNIT

World class supply management requires active participation in the global marketplace. While many processes and practices are the same nationally and globally, many nuances exist when dealing with a global supply base. This course addresses these nuances, with a strong focus on cultural issues. Topics addressed include global management perspectives, supply channels, direct suppliers, currency exchange and payment, socio-economic and political alliances, and cultural issues involving social justice.

MSCM 575 LAW, ETHICS, AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT / 2 UNITS

Ethics, diversity, and legal issues are paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation, and the legal context of supply chain management.

MSCM 576 FINANCE FOR SUPPLY CHAIN MANAGERS / 1 UNIT

Supply Chain Managers require knowledge of finance to enable analysis of projects, justification for proactive investments, and estimation of supply chain costs. Topics addressed include the motivators of finance professionals, time value of money, net present value, internal rate of return, working capital management, financing inventory, financing capital equipment, international finance, hedging, and options.

MSCM 577 MARKETING IN A SUPPLY CHAIN MANAGEMENT CONTEXT / 1 UNIT

The course introduces marketing in the context of effective management of the firm's supply chain. Supply chain managers require knowledge of marketing in order to develop, evaluate, and implement effective supply chain strategies. Topics addressed include the motivators of marketing professionals, the marketing environment, life cycle strategies, marketing segmentation, marketing intelligence, product design, branding, packaging and services, and international marketing.

MSCM 578 VALUE NETWORK MANAGEMENT / 3 UNITS

This course begins by analyzing present day relations between customers and their suppliers at all levels. It then addresses the theories and mechanics involved in the development and management of buyer-supplier alliances. The third phase of the course addresses the complex nature of buyer-supplier networks, supply families, and virtual corporations. Students will learn about strategic sourcing, public sector sourcing; subcontract administration; developing and managing buyer-supplier alliances; and developing and managing networks, supply families, and virtual corporations.

MSCM 599 ADVANCED INTEGRATIVE PROJECT / 3 UNITS

The advanced integrative project is a sponsor-based, supply chain-based project. Projects are approved by management of the sponsoring organization and the director of SCMI and have the potential of contributing significantly to the sponsors' bottom lines. The projects may be conducted in a team environment if the project value exceeds the combined tuition of the team members. Topics addressed include team formation, developing charters, project management, quantifying financial impacts, and presentation skills.

Master of Science in Global Leadership

The Master of Science in Global Leadership (M.S.G.L.) is a cohort-based program where students progress together through a 16-month course of study. The 31-unit curriculum integrates content of 14 courses within three main thematic areas:

- Leadership and ethics;
- Global, geopolitical, environment and cultural environment; and,
- Best business practices and processes .

It is delivered in a flexible, executive education format. Students begin with online studies prior to an intensive session lasting one week during which time students complete most of the classroom work for three courses. This begins a period of independent and team-based studies that include classroom sessions, guest speakers, and a variety of remotely-delivered educational exercises.

The program begins with a month of online work to get students engaged in the material of the courses in the first semester, and to familiarize them with the tools, technology and methods of on line and hybrid education. Then students meet for an intensive week of in-class sessions.

Following that initial week-long session, students may choose one of three continuation paths:

- Attendance at monthly on-campus sessions;
- Course completion via distance learning methods; and,
- A combination of the above two options.

At the conclusion of the fourth semester, all students return to the campus for a one week final session. This final week includes participation in a capstone experience, M.S.G.L. 509, wherein the students complete a two-day exercise analyzing an international business problem for an actual international corporation.

The M.S.G.L. offers many of the courses included in other graduate business programs concentrating on those most valuable to mid-level executives working in international corporations. Though some students have somewhat more or less experience, the typical candidate for the M.S.G.L. program will have five to eight years of experience as a rising Executive and be expected to assume positions of increasing responsibility with time.

The M.S.G.L. program includes a two--course sequence designed to prepare students to pass the Project Management Professional (PMP) certification examination.

This specific portion of the master's program is timed to end during the final week of classes. All students completing these two courses will be awarded a Certificate in Project Management from the University of San Diego's School of Business Administration in addition to the Master of Science in Global Leadership degree.

The MSGL program has been created specifically for a busy working professional whose work demands make attending a full-time, campus-based program difficult. Students who are able to attend class on campus every month are in the same classes and cohort with students who are completing all course requirements on line. These resident and distance students work together in teams and use tools and technology which prepare them for how international business is increasingly using technology to facilitate collaboration and coordination across time zones and international boundaries. Also, the incorporation of distributed education technologies enables students to continue their academic efforts while faced with challenging and changing work schedules.

Admissions Requirements

The first requirement for admission is the demonstration of the ability to successfully complete the program based on prior academic performance. Normally this performance will demonstrate a minimum 3.0 GPA (4.0 basis) in last 60 units. Additionally, candidates must be able to demonstrate work and leadership experience in order to best understand and take advantage of the content of the curriculum. At least five years is preferred, three years is the minimum which can only be waived under exceptional circumstances.

In addition, candidates will be expected to provide:

- A letter of recommendation by their immediate supervisor (commanding officer for military personnel);
- A brief essay discussing reasons for wanting to complete the M.S.G.L. program; and,
- A résumé describing work experience to date

Applicants may download the application form unique to this program at <http://www.sandiego.edu/msgl> or obtain one from the M.S.G.L. Program Office located in the Coronado building in Alcala West. The application form contains further contact information, and an interview in person or by phone with the program director or assistant director is expected prior to submission of the application form.

M.S.G.L. Degree Requirements

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. No substitutions are allowed and no credits may be applied from other courses of study to meet the M.S.G.L. requirements. A 3.0 average in MSGSL course work is required in order to graduate. The units for each course follow the course title.

MSGSL 502	Foundations of Ethical Leadership (2)
MSGSL 503	International Comparative Leadership and Management (2)
MSGSL 506	Leading Others: Individuals, Teams, and Organizations (3)
MSGSL 507	Understanding Organizations (3)
MSGSL 509	Integrating Leadership Project (1)
MSGSL 510	Global Society (2)
MSGSL 512	Global Politics, Policy, and Law (2)
MSGSL 513	Understanding International Business (3)
MSGSL 522	Project Management (2)
MSGSL 523	Finance for Global Business (2)
MSGSL 526	International Negotiations (2)
MSGSL 527	Strategic Planning and Management (2)
MSGSL 530	Marketing for Global Business (2)
MSGSL 531	Project Management (3)
MSGSL 532	International Project Management (2)

Courses and Seminars

MSGSL 502 FOUNDATIONS OF ETHICAL LEADERSHIP / 2 UNITS

This course examines ethical principles and theories, ethical decision-making techniques and obstacles to ethical behaviors. Practical comprehension, empathic reasoning, and applications to military, government, business and international agencies are emphasized. Topics include traditional ethical theories, theory of capitalism and corporate social responsibility, cultural relativism, values, character development, stakeholder theory and psychological aspects of moral development. Teaching methods include lecture, case studies, discussions and debate.

MSGSL 503 INTERNATIONAL COMPARATIVE LEADERSHIP AND MANAGEMENT / 2 UNITS

This course will prepare participants to recognize the differences in cultural value systems and behaviors in the global environment, and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. The course compares and contrasts the styles

and effectiveness of leadership practices of contemporary and historical leaders. Teaching methods will include lecture, discussion, group exercises and case study.

MSGSL 506 LEADING OTHERS: INDIVIDUALS, TEAMS AND ORGANIZATIONS / 3 UNITS

This course explores multiple leadership models and examines their applicability to diverse global situations. It also trains participants in essential skills for leading individuals, teams and organizations. Topics include power and influence, transactional versus transformational leadership, emotional intelligence, leadership styles, situational contingencies, team facilitation, process analysis and strategic planning. Teaching methods include self-assessment, lecture or discussion, team projects, film analysis, role-plays, process observation, case analysis and experiential exercises.

MSGSL 507 UNDERSTANDING ORGANIZATIONS / 3 UNITS

This course develops an understanding of fundamental organizational concepts to include basic organization theory, structures of organizations, the learning organization and organizational change techniques. The course begins by establishing knowledge of basic definitions and structures, moves to build an understanding of organizational cultures and concludes by discussing strategies for change — building more effective organizations. Teaching methods include lecture, discussion, exercises, team assignments and various audio and video sources.

MSGSL 509 INTEGRATING LEADERSHIP PROJECT / 1 UNIT

This course is the capstone of the global leadership program. Each master's candidate will participate in an international business simulation that will model the challenges and behaviors of a realistic corporation involved in the global arena. The simulation will serve to exercise skills and knowledge gained during the completion of the entire curriculum, integrate the essence of all courses and serve as a realistic bridge between academic study and practical experience.

MSGSL 509 INTEGRATING LEADERSHIP PROJECT / 1 UNIT

This course is the capstone of the global leadership program. Each master's candidate will participate in an international business simulation that will analyze and seek resolution of a challenge of an actual corporation involved in the global arena. The simulation will serve to exercise skills and knowledge gained during the completion of the entire curriculum, integrate the essence of all courses and

serve as a realistic bridge between academic study and practical experience.

MSGL 510 GLOBAL SOCIETY / 2 UNITS

This course will focus on the historical, cultural, ethical, leadership and religious traditions of the major countries within each region. Topics include rituals, value systems, interpersonal interactions, customs, attitudes, social organizations, etiquette, protocols and gender relations. Teaching methods include lecture, case studies and discussion.

MSGL 512 GLOBAL POLITICS, POLICY AND LAW / 2 UNITS

This course examines the complex array of politics, ethics and law in the global environment, the influence of culture on ethics and law, international organizations, and methods for resolving international disputes. Topics include national security issues, international law and policy making, labor and employment issues, strategic alliances, human rights, state sovereignty, intellectual property rights and aspects of foreign commercial and investment activities. Teaching methods include lecture, case studies, discussion and debate.

MSGL 513 UNDERSTANDING INTERNATIONAL BUSINESS / 3 UNITS

This course develops an understanding of the global environment in which international business takes place as well as the role and behavior of the international firm as it responds to the environment. The course provides the knowledge, skills and sensitivities that help manage business operations more proactively in the turbulent international environment. Through cases and discussions within a social and ethical framework in the international marketplace, aspects of production, research, marketing and finance — along with their interrelationships — are studied.

MSGL 522 PROJECT MANAGEMENT / 2 UNITS

This course explores the problems, responsibilities, and opportunities associated with leading and managing a project. Topics include project team organization, project selection, statements of work, work breakdown structures, project planning and scheduling tools, cost analysis, project management software, resource allocation and scheduling, project monitoring and control, status reports and communication, and project closure. Participants learn how to take a project through its life cycle, structure and lead a project management team, and successfully complete a project. Teaching methods include lecture and experiential exercises (management and completion of a major project,

periodic status reports, presentations, and post-project analysis).

MSGL 523 FINANCE FOR GLOBAL BUSINESS/ 2 UNITS

This course in finance and accounting will cover topics in corporate finance such as the time value of money, ratio analysis, capital budgeting and international finance. Additional topics include the structure of basic financial accounting statements, a comparison of cash flow to accounting profit, and the analysis of financial derivatives and their use in currency risk management. Participants will learn some of the financial tools used by professionals and also increase your understanding of the tasks and issues that are relevant to conducting business globally.

MSGL 526 INTERNATIONAL NEGOTIATIONS / 2 UNITS

This course examines the science and art of negotiation. The science will be learned largely through readings and discussions of the readings. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the participants to nuances of different cultures. Teaching methods will include lecture, discussion, group exercises and case study.

MSGL 527 STRATEGIC PLANNING AND MANAGEMENT / 2 UNITS

This course examines strategic planning including the development of appropriate mission statements, international and global environmental analyses, the establishment of objectives, and the development of appropriate strategies and tactics to fulfill the objectives. In a military context, these principles can be applied to situations such as disaster relief, drug interdiction, border security and regional military actions. Teaching methods include lecture, discussion, group exercises and case studies.

MSGL 528 APPLIED PROJECT MANAGEMENT / 3 UNITS

This course will take a detailed look at the five phases of project management: initiating, planning, executing, controlling, and closing. Deliverables from M.S.G.L. 522 will be revisited with a focus on the best tools available to the project manager for perfecting the skills needed to accomplish the desired outcomes. Students will also gain additional expertise with MSPProject® through in-class exercises and outside assignments. Emphasis in the course will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies and experiential exercises.

MSGL 529 PROJECT LEADERSHIP / 2 UNITS

This course will examine the relationships a project manager has with all project stakeholders. A strategic approach will be taken on successfully managing within the larger organization, leading the project team, and satisfying the customer. Topics will include responsibilities and authority, staffing projects, project communications, managing conflict, and time management. Emphasis in the course will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies and experiential exercises.

negotiating for needed resources; team communications; understanding and taking advantage of cultural dynamics; among others.

MSGL 530 MARKETING FOR GLOBAL BUSINESS / 2 UNITS

Marketing in a Global Environment examines the role of marketing management within the global competitive environment. We survey the key elements of marketing and how these concepts can be implemented by marketing managers in both the domestic and international marketplace. Topics include market research; product development, branding, positioning and differentiation; pricing techniques; promotional techniques; distribution choices; and developing marketing strategy. Special attention is given to the management of cultural differences encountered by global marketing managers.

MSGL 531 PROJECT MANAGEMENT/ 3 UNITS

This course will provide an integrative view of project management from the perspective of the project life cycle. The focus will be on the five phases of project management related to the successful implementation of projects in the domestic and international environments: initiating, planning, executing, controlling, and closing. Topics will include: scope definition; task determination; work estimating and scheduling; resource allocation; project monitoring and control; and project closeout. Teaching methods include lecture, case studies, and experiential exercises

MSGL 532 INTERNATIONAL PROJECT LEADERSHIP/ 2 UNITS

This course examines the skills needed to be a highly effective leader of global projects. The primary focus of the course will be the relationships a project manager has with all the project stakeholders including client, upper management, government, functional managers, and the project team members. Emphasis will be on leading cross-cultural projects and the skills necessary to complete the project on-time, within-budget, and according to specification. Topics will include: team leadership skills; organizational maturity; utilizing project/program offices;

Paralegal Program

Susan M. Sullivan, DIRECTOR

Gretchen Veihl, ASSISTANT DIRECTOR, B.A.

Charlene Laurvic-Bunch, PROGRAM ASSISTANT, USD Paralegal Program Certificate, B.S.

Andrea Perreault, PROGRAM ASSISTANT, USD Paralegal Program Certificate, B.A.

In addition to the graduate degrees and credential programs in a variety of disciplines described in this bulletin, the University of San Diego also offers a paralegal certificate program. This program is an alternative to a graduate degree for those who wish to attain a marketable skill within a relatively short time.

A paralegal is a specially trained professional who aids attorneys in the delivery of quality legal services. Employed by law firms, corporations, financial institutions, and government agencies, paralegals work under the supervision of attorneys and may be responsible for preparing pleadings, interviewing clients, researching legal problems, drafting documents and assisting attorneys at trial.

Admission Requirements

Applicants must hold a baccalaureate degree from a regionally accredited four-year institution. No previous training in law is required. Applicants who do not have a degree may be considered for the program if they have some college credits and/or business or legal experience. Contact the program office for more information. All applicants must submit two references, official transcripts and arrange for a personal interview.

Curriculum

The university offers full-time and part-time day and evening courses. Day program students take Introduction to Law, Legal Research, Computers and choose a specialty in General Litigation or Business Litigation. In addition, each student does an internship in a corporation or law office, clinic or government agency.

Evening program students may choose between the Generalist or Business Practices programs. The Generalist option includes Litigation, Corporations, Criminal Law, Bankruptcy, Probate, Family Law, Real Estate, and Legal Research. Business Practices includes Civil Litigation, Business Entities, Corporations, Administrative Law, Contracts, Intellectual Property, Employment and Labor Law, Remedies and Legal Research. Both evening programs have a computer component.

Employment Assistance

To assist graduates in finding employment within the legal field, the staff maintains a very active employment assistance program. The program office functions as an intermediary between graduates and the legal and business community. USD makes every effort to assist graduates in securing positions as paralegals. Pre-employment workshops are offered to assist students in developing résumés and preparing for job interviews.

Contact Information

For more information, contact the Paralegal Program office at (619) 260-4579; paralegal@sandiego.edu; www.sandiego.edu/paralegal.

USD Paralegal Program Calendar

Day Programs

Spring 2009	January 20, 2009 – May 14, 2009
Summer 2009	May 26, 2009 – August 28, 2009
Fall 2009	September 8, 2009 – December 18, 2009
Spring 2010	January 26, 2010 – May 15, 2010
Summer 2010	June 1, 2010 – August 28, 2010
Fall 2010	September 7, 2010 – December 16, 2010

Extended Day Programs*

Spring/Summer 2009	January 20, 2009 – August 28, 2009
Summer/Fall 2009	May 26, 2009 – December 18, 2009
Fall 2009/Spring 2010	September 8, 2009 – May 15, 2010
Spring/Summer 2010	January 26, 2010 – August 28, 2010
Summer/Fall 2010	June 1, 2010 – December 16, 2010
Fall 2010/Spring 2011	September 7, 2010 – May 12, 2011

Evening Programs

Spring 2009	January 27, 2009 – December 17, 2009
Summer 2009	June 2, 2009 – April 30, 2010
Fall 2009	September 15, 2009 – August 20, 2010
Spring 2010	February 2, 2010 – December 16, 2010
Summer 2010	June 8, 2010 – May 4, 2011
Fall 2010	September 14, 2010 – August 18, 2011

*Day Program may be taken over two semesters.
All dates are subject to change.

School of Leadership and Education Sciences



School of Leadership and Education Sciences

Administration

Paula A. Cordeiro, Ed.D., DEAN

Steven Gelb, Ph.D., ASSOCIATE DEAN

Gary Neiger, B.A., DIRECTOR OF DEVELOPMENT

Lonnie L. Rowell, Ph.D., CO-DIRECTOR, Counseling Program

Ronn Johnson, Ph.D., CO-DIRECTOR, Counseling Program

Judy Mantle, Ph.D., CHAIR, Department of Learning and Teaching

Todd Edwards, Ph.D., DIRECTOR, Marital and Family Therapy Program

Cheryl Getz, Ed.D., CHAIR, Department of Leadership Studies

Teresa VanHorn, M.Ed., DIRECTOR, American Humanics and Coordinator, Leadership Minor

Pat Libby, M.S., DIRECTOR of Master's Nonprofit Leadership and Management Program; CO-DIRECTOR of the Institute for Nonprofit Research and Education

Kathy Estey, B.A., PROGRAM SPECIALIST, Department of Learning and Teaching

Peggy Hetherington, M.S., DIRECTOR of Field Experiences, Counseling and Leadership Studies

Tedi Kostka, B.A., CREDENTIAL ANALYST

Paula S. Krist, Ph.D., DIRECTOR of Assessment Support

Helene T. Mandell, Ed.D., DIRECTOR of Professional Services, Department of Learning and Teaching

Pelema Morrice, Ph.D. Candidate, DIRECTOR of Outreach and Recruitment

Rondi Stein, M.B.A., Budget and Operations MANAGER

Laura B. Stein, M.A., ASSISTANT DIRECTOR of Nonprofit Initiatives

Beth Yemma, M.Ed., ASSISTANT DIRECTOR of Leadership Programming

Faculty

Viviana Alexandrowicz, Ph.D.

Jerome J. Ammer, Ph.D.

Donna Barnes, Ph.D.

Sandy Buczynski, Ph.D.

Paula A. Cordeiro, Ed.D.

Robert Donmoyer, Ph.D.

Anne Donnellan, Ph.D.

Todd M. Edwards, Ph.D.

Ana Estrada, Ph.D.

Fred Galloway, Ed.D.

Steven Gelb, Ph.D.

Cheryl Getz, Ed.D.

Kenneth Gonzalez, Ph.D.

Carolyn Bobbi Hansen, Ed.D.

Lea Hubbard, Ph.D.

Noriyuki Inoue, Ph.D.

Ronn Johnson, Ph.D.

Frank Kemerer, Ph.D.

Heather Lattimer, Ed.D.

Judy Mantle, Ph.D.

Ian Martin, Ph.D.

Mary McDonald, Ph.D.

Sarina Molina, Ed.D.(c.)

Theresa Monroe, R.S.C.J., Ed.D.

Erika Raissa Nash, Ph.D.

Jo Ellen Patterson, Ph.D.

Athena Perrakis, Ph.D.

Reyes Quezada, Ed.D.

George Reed, Ph.D.

Lonnie L. Rowell, Ph.D.

Kendra Sisserson, Ph.D.

Joi Spencer, Ph.D.

Lee Williams, Ph.D.

Susan Zgliczynski, Ph.D.

Internationalization Experience Requirement

School of Leadership and Education Sciences students are required to complete an international experience to graduate. SOLES recognizes that students are living in a global society and they need to understand how other countries and cultures approach the issues and concepts in their programs. The internationalization experience will strengthen students in their current lives and future careers. Each program has identified specific ways in which its students can meet the internationalization requirement. Students should check with the program to learn specific options.

Academic Degree Programs, Credentials and Certificates

Doctoral Degree

The School of Leadership and Education Sciences offers one Doctor of Philosophy degree, in Leadership Studies. This program is a 63 unit program that allows students to develop a program consistent with their career goals.

Master's Degrees

The master's programs in the School of Leadership and Education Sciences (SOLES) prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants three master's degrees: the Master of Arts (M.A.), the Master of Education (M.Ed.), and the Master of Arts in Teaching (M.A.T.). Each program requires a specified minimum number of graduate credits, and most require the successful completion of a comprehensive examination, a culminating curriculum project, thesis, or a portfolio. There is no foreign language requirement.

Credential Programs

USD's credential programs are approved by the California Commission on Teacher Credentialing. Students should see their advisors for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. See program directors for information. All PK-12 education programs in SOLES are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Transfer of Credit

Students may transfer 6 appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30 - 44 unit program, and 9 units into a program requiring 45 or more units, with the approval of the advisor and program director and clearance by the Office of the Registrar.

Reservation Of The Right To Modify

Every effort has been made to provide current and accurate information in the description of master's degree and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the credential analyst to ensure progress toward their degrees and/or credentials.

Department of Leadership Studies

The Leadership Studies Program offers a Ph.D. program, master's degree programs, a Preliminary Administrative Services Credential, and a Professional Administrative Services Credential. These credentials have been approved by the California Commission on Teacher Credentialing. A program leading to an American Humanics Certificate that is recognized by 19 national youth and human service agencies is also offered to students enrolled in qualified programs.

Doctor of Philosophy Degree Program

The University of San Diego's Ph.D. program in Leadership Studies seeks to educate "practitioner-scholars" to make significant contributions in a variety of organizational settings in higher education, K-12 public/private school leadership, public administration, organizational leadership and consulting, the military and nonprofit organizations, to name a few. The program also educates a number of students preparing to be interdisciplinary scholars of leadership; after graduation, these students may seek professions as university professors or work as policy analysts, evaluators, or consultants.

Exercising leadership effectively requires a framework of interpretation, a set of skills adequate to the task and a commitment to ongoing learning. Often it involves inquiry and critical reflection; it may require a shift in the basic assumptions that regulate and constrain the way we interpret, understand and manage our work and world. The Leadership Studies doctoral program provides conceptual and inquiry tools along with other leadership

skills needed to accomplish these tasks. The emphasis is on both academic rigor and real-world relevance. This mix is accomplished through the use of a range of innovative teaching strategies (e.g., problem-based learning techniques, case studies, weekend conferences and other experiential teaching strategies) and context-specific, decision-oriented research projects.

The leadership program is also dedicated to providing a values-based education that fosters personal growth and moral development. It seeks to communicate to its students and the wider public an understanding of leadership that promotes justice and ethical behavior in our institutions, organizations and communities.

The 63-unit program includes six core courses, six electives consistent with the student's career goals, a minimum of five research courses and credit-generating activities leading

to a dissertation. The program is unique by virtue of its interdisciplinary approach, the diversity of the student cohorts, and its strong commitment to developing leaders who have the skills and inclination to make organizations not only effective and efficient, but also ethical and humane.

Program of Study

Upon admission, each student is assigned a program advisor, with whom he or she will develop a program of study. Students are required to complete a minimum of 63 semester-units beyond the master's degree. Some students may qualify simultaneously for a Preliminary Administrative Services Credential from the state of California.

Additional Requirements for Admission Doctor of Philosophy

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Summer, Fall
APPLICATION DEADLINES	Feb. 1
RECOMMENDED GRADE POINT AVERAGE	3.50 (4.0 scale) in master's coursework
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test taken within the last five years
ADDITIONAL REQUIREMENTS	<p>Master's degree (completed prior to admission)</p> <p>Résumé</p> <p>Personal statement</p> <p>Three letters of reference from employers, professional associates and, if possible, at least one university instructor</p> <p>Interview for applicants who meet the preliminary selection criteria is required</p> <p>Basic computer skills</p> <p>Preference will be given to applicants whose personal statement and/or writing sample demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship</p> <p>Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.</p>

General Regulations

1. Academic Performance Requirements
Doctoral students are required to maintain at least a 3.0 grade point average in their coursework throughout the program.
2. Maximum Load
Doctoral students who are employed full-time may not take more than 6 units per semester unless the additional load is approved by the student's advisor and the program director. No doctoral student may take more than 12 units per semester without special approval of the student's advisor, program director and the associate dean.
3. Transfer of Credit
With approval, a student may transfer up to 12 units of appropriate post-master's graduate coursework taken at an accredited and USD-recognized college or university up to five years prior to the student's entry into the USD program (See Transfer of Graduate Credit, page 44). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty for the transfer of more than 12 units.

Transferred credit must be for courses that are consistent with the goals of the Leadership Studies program. Transfer credit will normally not be substituted for either core or research courses. All core courses must be completed at USD.
4. Advancement to Candidacy Process
To advance to candidacy, students must complete a two-part process. Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic. Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal. More detailed information about the Advancement to Candidacy process can be found in the Doctoral Student Handbook.
5. Admission to Candidacy
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed Parts A and B of the Advancement to Candidacy process. Next, the candidate will have the proposal approved by the Institutional Review Board, if appropriate. The candidate is then ready to focus completely on the dissertation, and is not eligible for a leave of absence.

Note: The doctoral program is currently being refined. Modifications to this process might be made in the future. Please refer to the program handbook for details.

6. Dissertation
Successful written and oral defense of dissertation is required for graduation.
7. Time Limit
A student must complete the doctoral program within seven years of the first semester of enrollment.

Requirements for the Degree

I. Leadership Component (18 units)

There are six core courses in the Leadership Studies doctoral program. These foundational courses are required for all students; courses taken at other institutions may not be substituted.

- | | |
|----------|--|
| EDLD 600 | Leadership Theory and Practice (3) |
| EDLD 601 | Organizational Theory and Change (3) |
| EDLD 602 | Leadership, Inquiry and Research I (3) |
| EDLD 603 | Ethics and Leadership (3) |
| EDLD 604 | Policy-Making Processes (3) |
| EDLD 605 | Adult Development (3) |

II. Research and Evaluation Component (15 units)

This component is designed to enable the doctoral student to develop research skills applicable to the successful completion of the dissertation.

Required Courses:

- | | |
|----------|--|
| EDLD 606 | Leadership, Inquiry and Research II (3) |
| EDLD 607 | Applied Statistics and Quantitative Research Methods (3) |
| EDLD 608 | Qualitative Research Methods (3) |

Elective Research Courses

(select two from below*):

- | | |
|----------|--|
| EDLD 582 | Survey Research Methods (3) |
| EDLD 612 | Advanced Qualitative Research Methods (3) |
| EDLD 613 | Advanced Quantitative Research Methods (3) |

*Other courses approved by the department may be used to meet this requirement.

III. Area of Study (18 units minimum)

With the assistance and approval of their advisors, students select electives to acquire an area of specialization.

Examples of Possible Areas of Specialization:

- Higher Education Leadership (community college, student affairs, general administration)
- K-12 Public/Private School Leadership
- Nonprofit/Philanthropic Leadership and Management
- Organizational Leadership/Consulting
- Individualized Option

IV. Dissertation Component (12 units minimum)

EDLD 610 Dissertation Seminar (3)

EDLD 695 Dissertation (9)

After completing 9 units of EDLD 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Office of the Registrar.

Master of Arts Degree Programs

A 36-unit program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms, human resource departments, nonprofit agencies, colleges and universities, and public and private K-12 schools, for example.

The focus of the leadership master's degree is to develop knowledgeable, ethical, caring, and inclusive leaders for a diverse and changing society. The program offers candidates the opportunity to study leadership theory and practice and apply leadership concepts and principles to their personal and professional roles and responsibilities.

There are three degree opportunities:

- Higher Education Leadership
- Leadership Studies
- Nonprofit Leadership and Management

M.A. Higher Education Leadership

The 36-unit Master of Arts degree in Higher Education Leadership is designed for professionals working in, or those who have a career preference for post-secondary education. We prepare students for a wide range of post-secondary professional positions, including those in community colleges, four-year public and private colleges and universities, and student affairs positions in any post-secondary setting. To be leaders in higher education we believe that students must be exposed to relevant research, be familiar with the complexities of the post-secondary system at all levels, and be aware of contemporary issues facing leaders working in higher education.

All students in the Higher Education Leadership Program take five courses (15 units) in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications, and the ethical dimensions of leadership – concepts we believe are universally applicable in today's society. The core also includes a 3-unit research design and methodology course. Students also are required to take three courses (9 units) in the Higher Education core. These courses are designed to give students a strong foundation in higher education policy, history, organizational structures, and diversity, as well as an exposure to the implications each has for leaders in higher education.

Additional Requirements for Admission M.A. in Leadership Studies M.A. in Higher Education Leadership

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Summer, Fall, or Spring
APPLICATION DEADLINES	March 15: Fall or Summer Nov. 15: Spring
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
ADDITIONAL REQUIREMENTS	An interview may be required for admission. Basic computer skills Statement of purpose

The remaining 12 units include a 3 or 6-unit practical experience or internship, and 6-9 units of electives. Students work closely with their advisor to design an 18-unit experience in one of three higher education specializations: 1) Community College Leadership, 2) Higher Education Administration, or 3) Student Affairs. Students will begin to design their final action research project in the research course, while obtaining practical experience at a post-secondary site of their choosing. The three elective courses chosen will also enhance this experience by providing additional opportunities to engage in theory and practice related specifically to the student's specific area of interest.

Program Requirements

Leadership Core (15 units)

- EDLD 549 Research Design and Methodology for Leaders (3)
- EDLD 550 Leadership Theory and Practice (3)
- EDLD 551 Human Relations for Leaders (3)
- EDLD 555 Leadership and Ethics (3)
- EDLD 559 Leadership and Organizational Change (3)

Higher Education Core (9 units)

- EDLD 565 Dynamics of Race, Gender and Culture in Higher Education (3)
- EDLD 571 History, Theories and Philosophies of Higher Education (3)
- EDLD 577 Higher Education Policy (3)

Internship (Practical Experience)

- EDLD 590 Leadership Internship M.A. (3)
OR
- EDLD 594 Student Affairs Graduate Assistant Seminar (6 total units over 4 semesters)

Electives (9 units)

The following are sample elective courses:

- EDLD 557 Leadership and Spirituality (3)
- EDLD 573 Economics of Education (3)
- EDLD 576 Community College Leadership (3)
- EDLD 578 Higher Education Administration (3)
- EDLD 585 Leadership for Change (3)

Exit Requirement:

Action Research Project or Action Research Thesis (please consult advisor and student handbook for specialization requirements)

M.A. Leadership Studies

Students seeking an M.A. in Leadership Studies select 18 units of coursework that meets their specific needs and interests. Courses may be selected from USD's graduate programs with approval of advisor and program administrator. Students have the option to combine coursework from the Preliminary Administrative Services Credential or the Professional Administrative Services Credential to complete the M.A. in Leadership Studies. Please refer to future sections regarding the credentials and required coursework.

Program Requirements

Leadership Core (15 units)

- EDLD 549 Research Design and Methodology for Leaders (3)
- EDLD 550 Leadership Theory and Practice (3)
- EDLD 551 Human Relations for Leaders (3)
- EDLD 555 Leadership and Ethics (3)
- EDLD 559 Leadership and Organizational Change (3)

Internship (Practical Experience)

- EDLD 590 – Leadership Internship M.A. (3)

Electives (18 units)

The program has an exit requirement of either a portfolio, thesis, or action research project.

Portfolio: Candidates who select this option as an exit requirement should confer with their advisor during their first year in the program regarding the specific requirements for a portfolio. Candidates should also refer to the guidelines noted in their Handbook.

Thesis: This option is recommended for candidates who plan post-master's or doctoral work. Candidates who select this exit option must register for EDLD 595 – Thesis Supervision (3) as part of their specialization coursework. Guidelines for thesis work can be found in the Handbook. Candidates must continue to register for at least 1 unit of EDLD 595 each semester until the thesis has been approved.

Action Research Project: students will be introduced to action research in their research course (EDLD 549) and should work with their advisor throughout the development of the project.

M.A. Leadership Studies - K-12 School Leadership focus with Administrative Services Credential

M.A. Core Courses (12 units)

- EDLD 549 Research Design and Methodology for Leaders (or a research course decided in consultation with the student's advisor) (3)
- EDLD 550 Leadership Theory and Practice (3)
- EDLD 555 Leadership and Ethics (3)
- EDLD 559 Leadership and Organizational Change (3)

Option 1 – in conjunction with a California Preliminary Administrative Services credential

Aspiring Leaders Required Courses (24 units)

- EDLD 551 Human Relations for Leaders (3)
- EDLD 552 School Law for Aspiring Leaders (3)
- EDLD 553 Instructional Leadership and Supervision I (2)
- EDLD 554 Instructional Leadership and Supervision II (2)
- EDLD 558 School Leadership and the Politics of Education (3)
- EDUC 560 Technology for School Leaders (1)
- EDLD 583 Special Topics I (1)
- EDLD 584 Special Topics II (1)
- EDLD 588 Diversity and the Preparation of School Leaders (2)
- EDLD 597P Practicum in School Administration I (3) (field-based experience)
- EDLD 598P Practicum in School Administration II (3) (field-based experience)

M.A. Core Courses (12 units as above)

Exit Requirements

Oral defense of the Educational Platform and Culminating Portfolio – Candidates must present an educational platform/culminating portfolio that reflects their learning and development over the course of the program. It must be presented to and approved by a panel of university faculty and district practitioners.

Option 2 - in conjunction with a California Professional Administrative Services Credential

New Leaders Required Courses (12 units)

- EDLD 560 School Law for Practicing Administrators (3)
- EDUC 561 Structured Mentoring I (1)
- EDUC 562 Structured Mentoring II (1)
- EDUC 563 Structured Mentoring III (1)
- EDLD 564 Supporting Teachers for Instructional Improvement (2)

- EDUC 565 Mentor and Support or Adult Learning I (2)
- EDUC 566 Mentor and Support or Adult Learning II (2)

M.A. Core Courses (15 units)

12 units as above, plus

- EDLD 551 Human Relations for Leaders (3)

Electives (12 units)

Only for those also pursuing the master's degree

Culminating Video

Candidates must produce and present to a panel of university faculty and district practitioners baseline and culminating videos that illustrate their leadership skills and demonstrate growth.

Administrative Services Credential

The Educational Leadership Development Academy

This innovative preparation program is focused on a single goal: to prepare high-quality public and private school instructional leaders to lead school communities in accelerating teaching and learning. The program offers three areas of focus for leadership preparation:

Leaders Exploring Administrative Possibilities (LEAP)

This is a 3-unit introduction that engages participants in initial leadership development prior to entering an administrative credential program. Candidates have opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars.

The Aspiring Leaders Program

This 24-unit program of study is comprised of coursework and a 40-day school site-based residency apprenticeship over two years. Unlike other traditional university courses that follow a semester schedule, this program's courses are offered in intensive modules that span multiple semesters. Classes are held on weekdays and occasional weekends throughout the year. Apprenticeship placements will be selected jointly by the program administration and the candidates' district supervisors to ensure a learning environment that will adequately support participant learning in the critical areas of site leadership. The apprenticeship may either be full- or part-time, depending on the nature of the student's work role. The program of study meets the requirements for the California Preliminary Administrative Services credential. The Intern Program provides an intern credential for administrators who are selected by a public school district or a county office of education and placed in an administrative position under

the supervision of a University of San Diego Supervisor. These candidates work in the administrative position and enroll in coursework at the University to earn the Preliminary Administrative Services Credential.

Students who also apply and are admitted to the M.A. in Leadership Studies degree program must complete 12 units in addition to the Aspiring Leaders Program requirements to earn the M.A. degree. Course Requirements for both the credential program and MA program are outlined on page 125.

The New Leaders Program

This 12-unit credential program links the educational and leadership theory to the complexities of participants' school-based practice. The coursework is heavily job-embedded, focusing on the candidates' development of instructional leadership capacity through critical analysis and reflection. Participants are paired with an experienced mentor who provides coaching and support. Their work together centers on students developing the skills and knowledge to manage the complex real-time challenges and

Additional Requirements for Admission Aspiring Leaders Program

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	Spring (contact program for dates)
RECOMMENDED GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate and graduate coursework
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average are encouraged to take the GRE or MAT.
PREREQUISITE EXPERIENCE	<p>Applicants must meet the following qualifications by the start of the program:</p> <ul style="list-style-type: none"> • Applicant must hold a valid Clear Teaching Credential or services credential with specialization in pupil personnel, library, health, or clinical rehabilitative services, or a designated subjects credential and a baccalaureate degree. • Applicant must have a minimum of three years experience in a full-time teaching position or served a minimum of three years in a full-time position appropriate to the services credential. • Applicant must have passed the California Basic Educational Skills Test (CBEST).
SELECTION PROCESS	<p>The selection process is comprised of three stages:</p> <ul style="list-style-type: none"> • Applicants will submit an application (with two letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff. • Successful applicants will be contacted for an instructional observation of the candidate teaching students or adults, followed by a brief interview. Candidates applying from outside the San Diego area will be contacted to arrange for an instruction session to be videotaped. • Candidates who are successful in the instructional observation process take part in a writing sample session.

responsibilities of site leadership. The program of study meets the requirements for the California Professional Administrative Services Credential.

Students who also apply and are admitted to, the M.A. in Leadership Studies degree program must complete 12 units of core courses and 12 units of electives in addition to the New Leaders Program requirements to earn the M.A. degree. Course Requirements for both the credential program and MA program are outlined on page 126.

M.A. in Nonprofit Leadership and Management

This degree involves an integrated course of study combining leadership theory and practice with best practice management models, strategies and tools designed to produce thoughtful and effective nonprofit leaders. A minimum of 36 units are required to complete the program.

Program Requirements

I. Required Courses (31 units)

EDLD 500	Research, Design and Evaluation of Nonprofit Programs (4)
EDLD 501	Nonprofit Management Fundamentals (3)
EDLD 502	Leadership and Ethics (3)
EDLD 503	Nonprofit Finance (3)
EDLD 504	Human Relations for Leaders (1)

EDLD 505	Organizational Theory and Change (3)
EDLD 506	Resource Development and Fundraising (3)
EDLD 507	Community Organizing and Change (3)
EDLD 509	Legal Issues for Nonprofit Corporations (1)
EDLD 510	Board Management and Leadership (1)
EDLD 511	Strategic Planning and Positioning (3)
EDLD 550	Leadership Theory and Practice (3)

Please note: In rare instances where a student has a demonstrated competency in one of the following subject areas: Finance, Marketing, Strategic Planning, Fundraising, Nonprofit Legal Issues, or Research Design/Program Evaluation the student may approach the program director and subsequently, the course professor, about opting out of that course. If the director and professor agree, the student may substitute elective units for those required courses. No other course substitutions will be granted.

II. Electives (1-unit and 2-unit courses from which students will select 3 to total 5 or more units)

EDLD 508	Marketing for Nonprofit Organizations (2)
EDLD 512	Beyond Collaboration (1)
EDLD 513	Advocacy Skills and Strategies (2)
EDLD 514	Public Speaking (1)
EDLD 515	Risk Management (1)
EDLD 516	Related Business Development (2)
EDLD 517	Capital and Endowment Campaign Planning (2)

Additional Requirements for Admission New Leaders: Induction and Support Program

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Fall, Spring
APPLICATION DEADLINE	Contact Educational Leadership Development Academy for dates
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate and graduate coursework
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average are encouraged to take the GRE or MAT. Applicant must hold a valid California Preliminary Administrative Services Credential Applicant must hold a school site administrative position (e.g., principal, vice principal, content administrator, etc.)
SELECTION PROCESS	Applicants will submit an application (with three letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff. Interview by panel of ELDA program staff

EDLD 519 Media Relations (1)

Other electives may be added.

American Humanics National Nonprofit Certificate

The American Humanics Certificate is recognized by 19 national youth and human service agencies and their community-based chapters. Students working toward this certificate are offered networking opportunities, online résumé services and job placement.

Mission

To prepare and certify nonprofit professionals to work with America's youth and families.

In partnership with:

American Red Cross, America's Second Harvest, Big Brothers/Big Sisters of America, Boy Scouts of America, Boys and Girls Clubs of America, Camp Fire Boys and Girls, Girls Inc., 4-H, Girl Scouts of USA, Habitat for Humanity, Junior Achievement, Inc., March of Dimes, National Network for Youth, National Urban League, Outreach International, Points of Light Foundation, The ARC, United Way, Volunteers of America and YMCA of the USA. Our partner organizations support the American

Humanics mission on campuses throughout the nation. They recognize how valuable well-prepared, qualified professionals are to their missions.

American Humanics National Nonprofit Certificate Program (with the Master of Arts in Nonprofit Leadership and Management)

American Humanics Certificate Requirements:

- Completion of all coursework for the M.A. in Nonprofit Leadership and Management;
- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States);
- Completion of nonprofit competency requirements (which is a part of the NLM Program coursework). Competency areas of study include: Nonprofit Fundamentals, Ethics, Volunteer Management/ Board Development, Fundraising and Resource Development, Finance, Management, and Marketing;
- At least 300 hours of work in a nonprofit (this can be actual work experience in a nonprofit or volunteer work); and,

Additional Requirements for Admission M.A. in Nonprofit Leadership and Management

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall
APPLICATION DEADLINES	April 2
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate and graduate coursework.
STANDARDIZED ADMISSION TEST	Not required unless the GPA falls considerably below the aforementioned benchmarks
ADDITIONAL REQUIREMENTS	<p>Three letters of recommendation (see forms included with applications)</p> <p>A 500-word essay answering the question: What do you believe are the greatest challenges facing the nonprofit sector (either locally or nationally) and how will what you learn in this program help you to effectuate change in those areas?</p> <p>If you work for a nonprofit corporation, a memorandum of understanding signed by your employer stating the degree to which your organization supports your candidacy</p>
CANDIDATE INTERVIEWS	Once the admissions committee has reviewed all of the applications, those candidates who we are seriously considering for admission will be asked to attend a group interview conducted by alumni of the program. Admissions decisions will be finalized shortly thereafter.

- An American Humanities application needs to be completed at the beginning of each academic year. Consult the American Humanities program director in the School of Leadership and Education Sciences for details.

American Humanities National Nonprofit Certificate Program offered in conjunction with the Master of Arts in Leadership Studies

Students must meet all the core requirements for the M.A. in Leadership Studies plus the following requirements:

- EDLD 501 Nonprofit Management Fundamentals (3)
 EDLD 590 Leadership Internship M.A. (3)
 EDLD 593 Leadership Internship M.A. (3)

Students must complete and additional 2 units of nonprofit coursework. The student's advisor must approve all electives.

American Humanities Certificate Requirements

- Completion of all coursework for the M.A. in Leadership Studies;
- Community service hours completed with an American Humanities partner agency;

- Attendance at one American Humanities Management Institute (meets annually the first week in January at various locations throughout the United States); and,
- An American Humanities application needs to be completed at the beginning of each academic year. Consult the American Humanities program director in the School of Leadership and Education Sciences for details.

Department of Learning and Teaching

Master's Degree Programs

Master's degree programs in the Department of Learning and Teaching candidate outcomes are designed in congruence with the School of Leadership and Education Sciences' A.C.E. conceptual framework, in which "A" represents "Academic Excellence, Critical Inquiry, and Reflection," "C" stands for "Community and Service," and "E" represents "Ethics, Values, and Diversity." Advanced programs are offered concurrently with teaching credential programs and include teaching experience. These include

Additional Requirements for Admission Master's Programs

See page 34 for basic admission requirements

See page 137 for credential requirements

ENTRANCE SEMESTERS	Summer, Fall or Spring
APPLICATION DEADLINES	Summer/Fall: March 1, May 1, July 15 Spring: Oct. 1, Dec. 1
MINIMUM GRADE POINT AVERAGE	2.75 (4.0 scale) in all undergraduate coursework
REQUIRED LICENSES/CREDENTIALS	Preliminary credential for master's programs; None for Special Education programs, Master of Arts in Teaching, or candidates pursuing TESOL certificate in conjunction with the Master of Education in Language, Literacy and Culture.
ADDITIONAL REQUIREMENTS	Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities Statement of purpose explaining reasons for seeking the degree and other information that would assist the Admissions Committee in its decision and including information on an applicant's experience in working with students in school or non-school settings. An interview.

Master of Education degrees in Curriculum and Teaching; Mathematics, Science, and Technology Education; and Literacy, Culture, and TESOL.

The Master of Arts in Teaching degree and the Master of Education degree in Special Education are initial programs that are open to candidates with and without teaching experience and credentials. The department, in collaboration with the College of Arts and Sciences, offers the Master of Arts in Teaching degree that combines academic content area study with advanced coursework in education. The Master of Arts in Teaching degree is offered in History/Social Science.

Grades of C- or better are required in master's degree courses. With approval, candidates may transfer in up to 6 units from other graduate programs and/or institutions. Continuing education units are not accepted for graduate credit.

M.Ed. in Curriculum and Teaching

The Master of Education in Curriculum and Teaching is a course of study aimed at improving candidates' instructional practices. It focuses on the design, delivery, and assessment of programs, units and lessons, and is appropriate for K-12 teachers and educators and trainers in public and private sectors. Courses utilize current research on instructional best practices to frame discussions on teaching and learning. Taking a backward design approach, coursework examining instructional planning emphasizes identification of learning objectives worthy of enduring understanding, the use of essential questions, and the use of assessments designed to evaluate students' knowledge and misconceptions. The program teaches candidates to systematically examine both their own practices and cutting edge national and international exemplars. Included is critical examination of a variety of different technology applications in educational and training settings. A 9-unit certificate in Character Education is available as an elective option. (See certificate programs section on page 137.)

Program of Study (33 units)

I. Foundations of Education (9 units)

- EDUC 500 Research Design and Methodology (3)
 EDUC 510 Cognition and Learning (3) OR EDUC 513 – Human Development (3)
 EDUC 511 Educational Reform (3)

II. Curriculum and Teaching Specialization (15 units)

Candidates are required to take the following five courses for a total of 15 units.

- EDUC 512 Measurement and Evaluation in Educational Settings (3)
 EDUC 535 Curriculum Design and Evaluation (3)
 EDUC 536 Curricular Innovations (3)
 EDUC 538 Instructional Theories and Practices (3)
 EDUC 580 Capstone Seminar

III. Electives (6 units)

- EDUC 514 Instructional Technology: Design and Evaluation (3)
 EDUC 515 Advanced Theories of Language and Literacy (3)
 EDUC 516 Innovations in Reading and Writing (3)
 EDUC 517 Multiple Literacies (3)
 EDUC 518 Teaching Writing Across the Curriculum (3)
 EDUC 519 Literature for Children and Adolescents (3)
 EDUC 550 Distance Education
 EDUC 553 Curriculum and Programs in Character Education (3)
 EDUC 554 Character-based Discipline (3)
 EDUC 556 Instructional Strategies in Character Education (3)
 EDUC 595 Thesis (1-6)
 Other courses by permission of advisor.

Specialization in Montessori Education

In partnership with the Montessori Institute of San Diego, graduate students at the School of Leadership and Education Sciences (SOLES) at USD can earn a Master's of Education in Curriculum and Teaching with specialization in Montessori Education. The program is designed for educators interested in becoming Montessori trained and earning an Association Montessori Internationale (A.M.I.) diploma, or for those interested in increasing their pedagogical understanding of the principles behind Montessori education. Upon completion, students will earn an A.M.I. diploma certifying them to teach children from birth to six years of age. There are two options for earning the Masters: 1) a two-year, full time graduate student program at the Montessori Internationale San Diego (MISD) campus in La Jolla, CA; and 2) four summer (eight week) sessions at SOLES on the USD campus. The summer study option requires that students observe and practice during the interim years. Both options share the following features:

- 39 units;
- observation in homes, AMI infant, toddler and primary classroom settings;
- fieldwork in A.M.I. classrooms (those with A.M.I. certified teachers) with children, birth to six years of age, and, at times, their parents;
- renowned Montessori practitioners and academic

faculty who live the art and science of Montessori Education as standardized by Association Montessori Internationale;

- diverse student body reflecting an international diversity;
- balanced curriculum provides students a deep understanding of both content and pedagogy;
- focus on parent and community education: students learn how to bring Montessori education to parents and their children, schools and early childhood community services;
- capstone research seminar supports students in the design, implementation, analysis and publication of original, classroom –focused, action research;
- MISC Montessori and USD education coursework combine to offer candidates the theoretical basis and practical knowledge/field experiences necessary to conduct research, to teach, or to consult in schools and early childhood services; and,
- field experiences and support in the design, implementation, analysis and publication of original research on the effectiveness in Montessori classrooms.

Prerequisite Requirements

I. Academic Requirements

- GPA of 3.0 in undergraduate and graduate coursework
- Personal interview and written essay
- Three letters of recommendation (2 academic)
- TOEFL (www.ets.org/toefl). Required for prospective students for whom English is a second language

II. Examinations

- Graduate Record Examination (GRE) [minimum score of 1000]
- Written and Oral Examinations from Association Montessori Internationale

Prerequisite for International Students

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (Continuing Education) (3)

Specialization in Montessori Education Requirements

Foundations and Research (6 units)

EDUC 510 Cognition and Learning (3)
EDUC 500 Research Design and Methodology (3)
Curriculum and Teaching Specialization

EDTE 500 Foundations of the Montessori System of Education (3) (Philosophy and Method)
EDTE 501 Child Neuropsychiatry (2)
EDTE 502 Early Childhood Education (2)
EDTE 503 Anatomy, Physiology, Hygiene, Obstetrics, and Nutrition (2)
EDTE 504 Creating Healthy, Safe Environments for Infants and Toddlers (2)
EDTE 505 Human Relations and Self Awareness among Young Children (2)
EDTE 506 Field Experience (Observation and Teaching Practice) (2)
EDTE 507 Perceptual-Motor Development (2)
EDTE 508 Teaching Strategies and Social Development (2) (Parent Education and Family Development)
EDTE 509 Creative Activities (Music, Art, Movement, Drama) (2)
EDTE 510 Language Arts/Reading Curriculum and Instruction (3)
EDTE 511 Mathematics and Science Curriculum and Instruction (3)
EDSP 595 Leadership and Management Skills in Early Childhood/Special Education (3)

Capstone Requirement (3 units)

EDUC 580 Master's Capstone Seminar (3)

Master's Credential Cohort Program: Combined M.Ed. and Single Subject Credential

The Master's Credential Cohort Program is designed to prepare effective middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings. At the conclusion of the twelve-month program, successful candidates will have earned a Master's of Education in Curriculum and Teaching and a single subject teaching credential.

Program of Study (42 Units)

Summer I (1 3-unit prerequisite + 6 units)

Required Prerequisite

EDUC 558XB First and Second Language Development and Structure for the Classroom Teacher (3)

Required Courses

- EDUC 581 Multicultural Foundations of Education (3)
 EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

Fall (13 units)

- EDUC 532 Curriculum and Methods of Teaching in Secondary Schools (3)
 EDUC 534 Methods of Teaching Reading in Secondary Schools (3)
 EDUC 584 Methods of Teaching English Language and Academic Development (3)
 EDUC 551 Single Subject Student Teaching (2)
 EDUC 567 Single Subject Student Teaching Seminar (2)

Intersession (3 units)

- EDSP 589 Healthy Environments and Inclusive Education (3)

Spring (13 units)

- EDUC 535 Curriculum Design and Evaluation (3)
 EDUC 557 Action Research for Secondary Teachers I (2)
 EDUC 552 Single Subject Student Teaching (6)
 EDUC 567 Single Subject Student Teaching Seminar (2)

Summer II (7 units)

- EDUC 510 Cognition and Learning (3)
 EDUC 536 Curricular Innovations (3)
 EDUC 558 Action Research for Secondary Teachers (1)

M.Ed. in Curriculum and Teaching: Induction Master's Partnership Program with San Diego Unified School District

The Induction Master's Partnership program is a unique collaboration between the San Diego Unified School District and the Department of Learning and Teaching. The program offers newly hired teachers working in the district the opportunity to earn a master's degree in Curriculum and Teaching as they work to meet Induction requirements for the Professional Clear credential. Classes are co-constructed and co-taught by university and school district instructors. Special incentives exist for district teachers at low-performing schools for whom tuition costs are greatly discounted through scholarships which support the program. The two-year, cohort-based program is currently open only to teachers in the San Diego Unified School District who are enrolled in the district induction program.

Program of Study (30 units)**Spring I (6 units)**

- EDUC 520 Teacher Induction I (3)
 EDUC 524 Advanced Literacy Instruction for Elementary Teachers (3) OR EDUC 525 – Advanced Literacy Instruction for Secondary Teachers (3)

Summer I (3 units)

- EDUC 501 Family, School and Community Partnerships (3)

Fall I (9 units)

- EDUC 521 Teacher Induction II (3)
 EDUC 535 Curriculum Design and Evaluation (3)
 EDUC 528 Advanced Seminar in Teaching Mathematics to Elementary Students (3) OR EDUC 539 – Advanced Seminar in Teaching Content Area Subjects to Secondary Students (3)

Spring II (7 units)

- EDUC 522 Teacher Induction III (3)
 EDUC 512 Measurement and Evaluation in Educational Settings (3)
 EDUC 507 Action Research I (1)

Summer II (1 unit)

- EDUC 508 Action Research II (1)

Fall II (4 units)

- EDUC 509 Action Research III (1)
 EDUC 579 Teacher Leaders in Urban Schools (3)

Action Research Project

In EDUC 509 – Action Research III students will present an original action research project as a capstone exit requirement.

M.Ed. in Mathematics, Science, and Technology Education

This program is designed to increase proficiency in mathematics, science and technology content and skills in elementary and secondary pedagogical processes. Providing candidates with opportunities to mature as “teacher-scholars” and to develop insights regarding effective teaching practices, the program will incorporate problem-based learning, inquiry, simulations, modeling and action research. Through reflection on their experiences in mathematics, science and technology education, candidates construct a critical understanding of their practice. Graduates of the program are prepared for leadership roles in the field of mathematics, science and technology education.

Program of Study (30 units)

I. Foundations of Education (9 units)

Candidates are required to take one course from each of the three foundational areas for a total of 9 units:

Cognition and Development

EDUC 510 Cognition and Learning (3) OR EDUC 513 – Human Development (3)

Research

EDUC 500 Research Design and Methodology (3)

Social Foundations

EDUC 511 Educational Reform (3) OR EDUC 564 Cross-Cultural Communication (3)

II. Mathematics, Science and Technology (9 units)

Candidates are required to take each of the following courses for a total of 9 units:

EDUC 570 Contemporary Issues, Trends and Research in Mathematics, Science and Technology Education (3)

EDUC 571 Curriculum Design and Evaluation in Math, Science and Technology (3)

EDUC 580 Capstone Seminar (3)

III. Specialty Courses in Discipline (6 units)

Candidates will take two advanced, discipline-based content courses for a total of 6 units:

Mathematics

EDUC 572 The Psychology of Mathematical Thinking (3)

EDUC 573 Advanced Seminar in Mathematical Content (3)

Science

EDUC 574 Pedagogical Processes for Science Educators (3)

EDUC 576 Advanced Seminar in Science Content (3)

Technology

EDUC 550 Distance Education (3)

EDUC 577 Mastering New Technologies (3)

IV. Electives (6 units)

Candidates may meet this requirement by taking 500-level or graduate courses in Learning and Teaching with the consent of their advisor.

M.Ed. in Literacy, Culture and TESOL

The Department of Learning and Teaching offers a Literacy, Culture, and Teaching English to Speakers of Other Languages (TESOL) Program to assist professionals in the field of education to develop a scholarly and practical approach to literacy and second language instruction. We strive to prepare reflective practitioners who can successfully engage and ensure the academic success of students from diverse cultural, linguistic and socioeconomic backgrounds. The Literacy, Culture, and TESOL Program has two specialization options; Literacy and TESOL, which share three common goals: 1. critical understanding of theory and practice, 2. development and implementation of research-based and culturally responsive teaching practices, including closing the achievement gap and systems that perpetuate educational inequity, and 3. opportunities for development as change agents and teacher-scholars at local, national and/or international levels.

Program of Study (30 units)

I. USD Foundations Courses (15 units)

EDUC 500 Research Design and Methodology (3)

EDUC 540* Introduction to Language and Linguistic Analysis (3)

EDUC 529* Literacy, Language and Culture (3)

EDUC 543* Methods for Teaching Literacy in ESL (3)

EDUC 517** Multiple Literacies (3)

II. Specialization Courses (9 units)

Literacy**

EDUC 515** Advanced Theories of Language and Literacy (3)

EDUC 518** Writing Across the Curriculum (3)

EDUC 519** Literature for Children and Adolescents (3)
OR

TESOL/CTEL*

EDUC 541* Second Language Acquisition & Development (3)

EDUC 564 Cross Cultural Communication (3)

EDUC 547 Development and Evaluation of TESOL Programs (3)
OR

EDUC 548 Special Topics (3)

III. Elective Courses (Choose one of the following courses) (3 units)

EDUC 546 Teaching English as a Foreign Language (3)

EDUC 501 Family, School and Community Partnerships (3)

EDUC 505 Discourse, Schooling and Learning Communities (3)

EDUC 516 Innovations in Reading and Writing (3)

- EDUC 530 Critical Literacy, Popular Culture and Media Studies (3)
- EDUC 537 Adolescent and Children's Literature and GLBTG Communities (3)
- EDUC 510 Cognition and Learning (3)
- EDUC 511 Educational Reform (3)
- EDUC 545 Language, Politics and Education (3)

IV. Summative Assessment (3 units)

- EDUC 580 Master's Capstone Seminar (3)
- Prerequisite Course for Admission to the TESOL Certificate Program
- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3)

Master of Arts in Teaching (M.A.T.)

The Masters of Arts in Teaching (M.A.T.) degree is a graduate program with a specialization in History/Social Sciences designed for educators interested in increasing both their pedagogical understanding and their content knowledge in history and the social sciences. It is appropriate for middle and high school teachers, teacher leaders, curriculum specialists, and content administrators as well as those interested in focusing on history education at the elementary level, within the community college, or at museums and cultural institutions. A balanced program of advanced courses is provided in the College of Arts and Sciences and in the School of Leadership and Education Sciences (SOLES). Students who are currently pursuing their teaching credential at SOLES can apply six units of credential coursework credit toward the M.A.T. degree.

Program of Study (30 units)

I. Foundations of Education (9)

- EDUC 500 Research Design and Methodology (3)
- EDUC 510 Cognition and Learning (3) OR
EDUC 513 – Human Development (3)
- EDUC 580 Capstone Seminar

II. Education Electives (6)

6 units in School of Leadership and Education Sciences or approved by advisor if not from the following list:

- EDUC 511 Educational Reform (3)
- EDUC 512 Measurement and Evaluation in Educational Settings (3)
- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 536 Curricular Innovations (3)
- EDUC 538 Instructional Theories and Practices (3)

III. Required Courses in History (6)

Candidates must take two of the three courses below for a total of 6 units.

- HIST 500 Core Seminar (3)

- HIST 501 Teaching Seminar (3)
OR

- HIST 502 Public History Seminar (3)

IV. Electives in History/Social Science (9)

9 units of graduate history or social sciences courses approved by advisor from the College of Arts and Sciences. Candidates take 9 units chosen from the following departments: History, Political Science and International Relations, Anthropology, Sociology, and Psychology. Courses from other social science departments may be taken with permission.

Notes:

1. MAT students may not take HIST 563 – Thesis Writing
2. Not more than 6 units of upper-division undergraduate courses may be used in this program. Courses for this program may not duplicate coursework taken previously in undergraduate programs.

Professional Teacher Preparation

The Department of Learning and Teaching offers initial and advanced preparation programs for teachers of students in grade levels from kindergarten through high school, as well as adults. The Multiple Subject credential program is an initial program designed for candidates who wish to teach in elementary school settings. The Single Subject program is for those who wish to teach in secondary school settings. Candidates interested in careers in special education enroll in the Level I Educational Specialist credential program with English Learner Authorization and may choose specializations in Mild/Moderate or Moderate/Severe Disabilities and/or Early Childhood Special Education. The Master of Education degree in Special Education may be earned in conjunction with the Level I Education Specialist credential. Candidates who wish to teach English to adult speakers of other languages may enroll in the TESOL certificate program.

Credential Programs

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for the 12th grade level and below: the Multiple Subject credential, the Single Subject credential, and the Education Specialist credential in three areas: Mild/Moderate Disabilities, Moderate or Severe Disabilities, and Early Childhood Special Education. The Multiple Subject credential is appropriate for self-contained classrooms typically found in elementary schools. The Single Subject credential is for subject-matter teachers typically assigned to middle

school and high school positions. The Education Specialist credentials in Mild/Moderate and Moderate or Severe Disabilities are appropriate for special education settings in grades K-12. The Early Childhood specialist credential applies to children with disabilities from birth through pre-school. Advanced credential programs are offered for those who have already earned a teaching credential or with significant teaching experience. Level II Education Specialist credentials with English Learner Authorization are available for special education teachers.

Multiple Subject Credential

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence

of having registered for taking the basic skills exam at its next offering.

Requirements for the Multiple Subject Credential

I. Courses (3-unit prerequisite, plus 33 units)

Required Prerequisite

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3)
Available online through the USD Division of Continuing Education.

Required Courses

EDSP 589 Healthy Environments and Inclusive Education (3)
EDUC 581C Multicultural and Philosophical Foundations of Education (3)
Field Requirements: five hours service learning, five hours observation
EDUC 582 Psychological Foundations of Education in a Diverse Society (3)
Field Requirement: eight hours of observation
EDUC 583P Methods of Teaching Reading and Language Arts in Elementary Schools (3)
Field Requirement: 50 hour practicum
EDUC 584C Methods of Teaching English Language and Academic Development (3)
Field Requirement: 20 hours service learning

Additional Requirements for Admission Credential Programs

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Summer, Fall or Spring
APPLICATION DEADLINES	Summer or Fall: March 1, May 1, July 15 Spring: Oct. 1, Dec. 1
MINIMUM GRADE POINT AVERAGE	2.75 (4.0 scale) in all undergraduate coursework.
STANDARDIZED ADMISSION TEST	CBEST (California Basic Educational Skills Test) Passing score on CBEST exam or photocopy of reservation confirmation to take CBEST on next available date
ADDITIONAL REQUIREMENTS	Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities Statement of purpose explaining reasons for seeking the credential and including information on an applicant's experience in working with children or adolescents in school or non-school settings. An interview

- EDUC 585P Elementary Curriculum Methods (6)
Field Requirement: 50 hour practicum
- EDUC 590S Student Teaching Seminar for the Multiple Subject Credential (3)*
- EDUC 590P Student Teaching for the Multiple Subject Credential (9)*

* EDUC 590S must be taken concurrently with EDUC 590P.

Additional Requirements

- Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, RICA. The CBEST or CSET: Writing Skills Assessment and CSET exams must be passed prior to student teaching;
- CPR certification infant, child and adult;
- U.S. Constitution requirement;
- Successful completion of an online technology workshop;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills, and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance; and,
- Grades of B- or better are required in all courses, including student teaching.

Requirements for the Multiple Subject Credential with a BCLAD Emphasis (Bilingual: Spanish credential)

BCLAD candidates take EDUC 542 in place of EDUC 582, but otherwise must meet all the requirements for the regular Multiple Subject credential. In addition, they must also have courses in anthropology, and Latin-American and California culture and history. They must also pass Spanish proficiency and Cultural Awareness exams. Please see an advisor in the BCLAD program to discuss these requirements.

Single Subject Credential

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

Requirements for the Single Subject Credential

I. Courses (3 unit prerequisite, plus 30 units)

Required Prerequisite

- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3)

Available online through the USD Division of Continuing Education.

Required Courses

- EDSP 589 Healthy Environments and Inclusive Education (3)
- EDUC 532P Curriculum and Methods of Teaching in Secondary Schools (3)
Field Requirement: 50 hour practicum
- EDUC 534P Methods of Teaching Reading in Secondary Schools (3)
Field Requirement: 50 hour practicum
- EDUC 581C Multicultural and Philosophical Foundations of Education (3)
Field Requirements: 5 hours service learning, 5 hours observation
- EDUC 582 Psychological Foundations of Education in a Diverse Society (3)
Field Requirement: 8 hours of observation
- EDUC 584C Methods of Teaching English Language and Academic Development (3) Field Requirement: 20 hours service learning
- EDUC 591S Student Teaching Seminar for the Single Subject Credential (2)*
- EDUC 591P Student Teaching for the Single Subject Credential (10)*

* EDUC 591S must be taken concurrently with EDUC 591P.

Additional Requirements

- Passing score on the following exams: CBEST, CSET or successful completion of a CCTC-approved subject matter program prior to student teaching;
- United States Constitution requirement;
- Successful completion of an on-line technology workshop;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills, and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance;
- Grades of B- or better are required in all courses and student teaching; and,
- CPR certification infant, child and adult

Certificate Programs

Specialist in Character Development Certificate

The Certificate Program in Character Development is designed to meet the needs of educators who are interested in the character development of children and youth.

This unique program offers SOLES graduate students the opportunity to take any one of three courses as electives in their current programs. It also enables SOLES graduate students who complete all three courses (9 units) to earn a framed Specialist Certificate in Character Development.

These graduate credit courses are offered online through the Department of Learning and Teaching. The character development certificate program can be completed in one academic year (fall, intersession, spring semesters). A graduate certificate in character development will improve candidate's knowledge and skills in helping students develop the habits of good character.

Course Requirements

- EDUC 556 Instructional Strategies in Character Education (3) Fall semesters
- EDUC 553 Curriculum and Programs in Character Education (3) Intersession January-February
- EDUC 554 Character-based Discipline (3) Spring semesters
- EDUC 551 Special Topics in Character Education (1-3)

Teaching English to Speakers of Other Languages (TESOL) Certificate

The Certificate in Teaching English to Speakers of Other Languages (TESOL) is comprised of 12 units of graduate level coursework designed to provide candidates with the knowledge, skills, and dispositions needed to effectively teach English to English Language Learners.

Prerequisite: An additional 3 unit course in linguistics is required as a prerequisite or co-requisite course (taken by the beginning of the second semester).

Certificate candidates will acquire a working knowledge of linguistics, first and second language acquisition and the cultural and social contexts of learning listening, speaking, and writing skills in English with speakers of other languages. TESOL certificate candidates will examine the latest theories, research and applications in TESOL, and acquire the knowledge and cultural competencies to assume leadership roles in their areas of expertise. Two features distinguish this certificate from other certificate programs: (1) the practicum experience that candidates will receive in various educational, public, private, and community settings where English is taught, and (2) a three-unit course that will provide an international context and experience

where candidates will learn about language, culture, education and traditions of a nation other than their own through international travel.

As a result of earning a TESOL certificate, graduates will have the expertise to be employed in various education settings as English as a Second Language (ESL) instructors in language institutes, in private and public international schools, businesses, nonprofit agencies, and community agencies. A TOEFL score of 83 (Internet based), 580 (paper based), or 237 (computer based) is required for admission of international students. National and international candidates seeking the TESOL certificate will need to meet the regular graduate admissions criteria for the corresponding master's degree in Language, Literacy and Culture with the TESOL certificate option.

Program of Study

Prerequisite Course

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3)
Offered through Continuing Education

Required Courses from Existing M.Ed. in Literacy, Culture and TESOL Master's Degree Program

- EDUC 529 Literacy, Language and Culture (3)
- EDUC 541 Second Language Acquisition and Development (3)
- EDUC 543 Methods of Teaching Literacy in ESL (3)
- EDUC 549F TESOL Capstone Seminar (3)

Special Education Masters Degree Program and Credentials

The Special Education faculty offer a master's degree, three credential programs, and one certificate program to prepare special education teacher candidates to teach in P-12 schools and other agencies serving individuals with special needs from birth to adulthood. The credential and degree programs are nationally recognized and use the Council for Exceptional Children's performance-based electronic portfolio competency model for evaluation and credential recommendation criteria. All special education candidates will gain shared competencies through a common core of coursework. Candidates also complete specialized coursework related to Mild to Moderate Disabilities, Early Childhood Disabilities and/or Moderate to Severe Disabilities across the P-12 spectrum of service delivery.

The Special Education credential English Learner Authorization program offers three Level I Education Specialist credentials, three Level II Professional Education Specialist credentials and one Early Childhood Special Education certificate.

General Admission Requirements

All special education program graduate credential and/or degree candidates must meet the Department of Learning and Teaching requirements for admission described in this bulletin.

M.Ed. in Special Education

I. Level I Education Specialist Credentials (with English Learner Authorization)

M.Ed. Common Degree Program Requirements

- Minimum of 30 graduate units of coursework (Practicum units do not count towards 30 M.Ed. units);
- Passing rating on final M.Ed. electronic portfolio;
- Passing rating for poster presentation; and,
- Meet all Department of Learning and Teaching requirements for M.Ed.

Level I Education Specialist Credential: Common Core Coursework

EDSP 570	Assessment in Special Education (3)
EDSP 571	Management of Behavior and Instruction in Special Education (3)
EDSP 572	Typical and Atypical Language Development (3)
EDSP 573	Family Systems and Community/Cultural Resources in Special Education (3)
EDUC 500	Research Design and Methodology (3)

Level I Education Specialization Graduate coursework

1. Mild to Moderate Disabilities Requirements

EDSP 574	Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 575	Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
EDSP 590P	Practicum Mild/Moderate (6)
EDUC 575	Elementary Curriculum and Methods for Special Educators (3)
EDUC 583P	Methods of Teaching Reading and Language Arts in the Elementary School (3)
EDUC 584C	Methods of Teaching English Language and Academic Development (3)

2. Early Childhood Disabilities Requirements

EDSP 574	Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
EDSP 576	Typical, Atypical and Medical Development (3)
EDSP 577	Early Intervention Curriculum and Methods (3)

EDSP 578	Curriculum and Instruction Moderate/Severe (3)
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EDSP 591P	Practicum Early Childhood (6)
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3. Moderate/Severe Disabilities Requirements

EDSP 576	Typical, Atypical and Medical Development (3)
EDSP 578	Curriculum and Instruction Moderate/Severe (3)
EDSP 592P	Practicum Moderate/Severe (6)
EDUC 575	Elementary Curriculum and Methods for Special Educators (3)
EDUC 583P	Methods of Teaching Reading and Language Arts in the Elementary School (3)
EDUC 584C	Methods of Teaching English Language and Academic Development (3)

II. Level II Professional Education Specialist Credential (with English Learner Authorization)

M.Ed. Common Degree Program Requirements

- Minimum of 30 graduate units of coursework (Practicum units do not count towards 30 M.Ed. units);
- Passing rating on final M.Ed. electronic portfolio;
- Passing rating for poster presentation; and,
- Meet all Department of Learning and Teaching requirements for M.Ed.

Level II Professional Education Specialist Credential: Common Core

EDSP 598	Education Specialist Roles and Responsibilities (3)
EDSP 593F	Field-Based Induction Plan (1)
EDSP 597F	Field-Based Research in Special Education (1)
EDUC 500	Research Design and Methodology (3)

Level II Professional Education Specialist Specializations

1. Mild/Moderate Disabilities Requirements

EDSP 594	Advanced Behavior Analysis and Positive Behavior Supports (3)
EDSP 594F	Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)
EDSP 596	Assessment for Curriculum Decisions (3)
EDSP 596F	Field-Based Assessment for Curriculum Decisions (1)

2. Early Childhood Disabilities Requirements

EDSP 595	Leadership and Management Skills (3)
EDSP 595F	Field-Based Leadership and Management Skills (1)

3. Moderate/Severe Disabilities Requirements

EDSP 594	Advanced Behavior Analysis and Positive Behavior Supports (3)
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EDSP 594F Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)

Early Childhood Special Education Certificate M.Ed. Common Degree Program Requirements

- Minimum of 30 graduate units of coursework (Practicum units do not count towards 30 M.Ed. units);
- Passing rating on final M.Ed. electronic portfolio;
- Passing rating for poster presentation; and,
- Meet all Department of Learning and Teaching requirements for M.Ed. (CSET is not a requirement for Early Childhood Certificate).

Early Childhood Special Education Certificate Requirements

EDSP 570	Assessment in Special Education (3)
EDSP 573	Family Systems and Community/Cultural Resources in Special Education (3)
EDSP 574	Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 576	Typical, Atypical and Medical Development (3)
EDSP 577	Early Intervention Curriculum and Methods (3)
EDSP 578	Curriculum and Instruction Moderate/Severe (3)

M.Ed. in Special Education Deaf and Hard of Hearing Credential

In partnership with the John Tracy Clinic in Los Angeles, graduate students can earn a master's and credential in the Education Specialist: Deaf and Hard of Hearing English Learner Authorization program. The program is designed for teachers who want to specialize in Auditory-Oral and Auditory-Verbal education. There are two program of study options: 1) a one-year full time graduate student program at the JTC campus, and 2) a two-year – Online: Working Professionals program. The two year option requires concurrent employment in a Auditory-Oral “Center of Excellence” as outlined in the Alexander Graham Bell Association’s “Component of a Quality Auditory-Oral Program.” The Distance Education Program requires two summer residencies of one month each at the John Tracy Clinic. For additional information, go to www.jtc.org and click on “Professional Education.” Both the Level I Education Specialist credential and the Level II Professional Education Specialist credentials with English Learner Authorization are offered through the John Tracy Clinic.

- 44 units and 16 courses.
- Experiences in Auditory-Oral classroom settings.

- Participation in Auditory-Verbal therapy and inclusive educational settings.
- Hands-on fieldwork with parents and their children with hearing loss (birth to age five) and,
- Extensive experience with children who use cochlear implant

Program Prerequisites

Academic Requirements (B, C, and D are met with a Multiple Subject or Single Subject Credential)

- A. American Sign Language and Deaf Culture
- B. Typical/Atypical Child Development
- C. Teaching Reading and Writing
- D. Regular Education fieldwork
- E. GPA of 3.0 in undergraduate and graduate coursework

1. Examinations

- A. Graduate Record Examination (GRE) [minimum score of 1000]

For candidates seeking California Credential:

- B. California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment.
- C. California Subject Examination for Teachers: Multiple Subjects (CSET)
- D. Reading Instruction Competency Assessment (RICA)
- E. U.S. Constitution course or examination

2. Other Requirements

- A. Personal interview and written essay
- B. Three letters of recommendation (3 academic)
- C. TOEFL. Required for prospective students for whom English is a second language
- D. See www.ctc.ca.gov for more information on California Credentials

The coursework is illustrated in the one-year California Credential and Master's Program on-site

Summer (9 units)

EDSP 551	Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing (2)
EDSP 553	Educating Infants, Children, and Youth who are Deaf and Hard of Hearing: Multiple Perspectives (12 hours fieldwork) (3)
EDSP 550	Early Intervention with Infants and Children who are Deaf and Hard of Hearing — Birth to Three, and Their Parents (15 hours fieldwork) (3)

- EDSP 552 Foundations of Speech for Individuals who Are Deaf and Hard of Hearing (1)
- Fall (17 units)
- EDSP 568 Audiology: Amplification in Infants and Children who are D/HH (2)
- EDSP 550F Early Intervention Fieldwork with Infants and Toddlers who are D/HH and Their Parents (30 hours fieldwork) (3)
- EDSP 554 Language Development with Infants and Children who are D/HH (3)
- EDSP 557 Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals who Are D/HH (10 hours fieldwork) (3)
- EDSP 555 Curriculum Strategies in Early Childhood Settings for Children who are D/HH: Theory and Practice (120 hours fieldwork) (4)
- EDSP 556 Working with Families of Infants and Children who are D/HH (16 hours fieldwork) (2)
- Spring (14 units)
- EDUC 500 Research Design and Methodology (Online Course) (3)
- EDSP 560 Language, Literacy and Instruction for School-Age Children and Youth who are D/HH (30 hours practicum along with AVT hours) (3)
- EDSP 559 Curriculum Strategies in Academic Settings for Children and Youth who are D/HH: Theory and Practice (20 hours fieldwork) (3)
- EDSP 593P Practicum in Auditory-Verbal Therapy (42 hours practicum) (4)
- EDSP 594P Practicum in Early Childhood for Children who are D/HH (80 hours practicum) (1)
- Spring Practicum (4 units)
- EDSP 595P Practicum in Elementary School Teaching [Special Day, Inclusion, Itinerant] (4) (360 hours practicum)

Special Education Credentials

I. Level I Education Specialist Credentials (with English Learner Authorization)

Prerequisite or Co-requisite Courses for Level I Education Specialist Credential

- EDSP 389/589 – Healthy Environments and Inclusive Education (3) or an equivalent Introduction to Special Education course;
- CBEST;
- Certificate of Clearance or CSET: Writing Skills Assessment (see conditions below); and,
- U.S. Constitution requirement

Other Requirements:

- Mild/Moderate Disabilities and Moderate/Severe Disabilities Credential requires the following prior to enrollment in Practicum (student teaching):

1. Passing score on the CSET: Multiple Subjects examination, or the CSET Single Subject Content Matter examination prescribed by California law, or CCTC-approved subject matter competency program. Candidates passing the CSET Multiple Subject subtests may pass the CSET: Writing Skills Assessment in lieu of the CBEST
2. EDU 558XB – First and Second Language Development and Structure for the Classroom Teacher (3 units offered through Continuing Education)

Mild/Moderate and Moderate/Severe candidates are also required to achieve a passing score on the RICA prior to issuance of a credential.

Level I Education Specialist Credential: Common Core

- EDSP 570 Assessment in Special Education (3)
- EDSP 571 Management of Behavior and Instruction in Special Education (3)
- EDSP 572 Typical and Atypical Language Development (3)
- EDSP 573 Family Systems and Community/Cultural Resources in Special Education (3)

Level I Education Specializations

1. Mild to Moderate Disabilities Requirements

- EDSP 574 Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
- EDSP 575 Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
- EDSP 590P Practicum Mild/Moderate (6)
- EDUC 575P Elementary Curriculum Methods for Special Educators (3)
- EDUC 583P Methods of Teaching Reading and Language Arts in Elementary Schools (3)
- EDUC 584C Methods of Teaching English Language and Academic Development (3)

2. Moderate/Severe Disabilities Requirements

- EDSP 576 Typical, Atypical and Medical Development (3)
- EDSP 578 Curriculum and Instruction Moderate/Severe (3)
- EDSP 592P Practicum Moderate/Severe (6)
- EDUC 575P Elementary Curriculum Methods for Special Educators (3)
- EDUC 583P Methods of Teaching Reading and Language Arts in Elementary Schools (3)
- EDUC 584C Methods of Teaching English Language and Academic Development (3)

3. Early Childhood Special Education Requirements

- EDSP 574 Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
- EDSP 576 Typical, Atypical and Medical Development (3)
- EDSP 577 Early Intervention Curriculum and Methods (3)
- EDSP 578 Curriculum and Instruction Moderate/Severe (3)
- EDSP 591P Practicum Early Childhood (6)

II. Level II Professional Education Specialist Credential (with English Learner Authorization)

Prerequisites

- Must hold a CCTC Level I Education Specialist credential in the area in which the Level II credential is being sought
- Before final request for recommendation for a Level II Professional Education Specialist credential, candidate must have completed two years of employment under the related Level I Education Specialist Credential
- Must apply and be accepted into USD graduate program of study (either Credential or Credential and M.Ed.)
- A candidate wishing to add a Level II program of study to a Level I and/or M.Ed. in Special Education program must complete a separate petition for admission to the respective Level II program.
- EDUC 514 – Instructional Technology: Design and Evaluation (3) (or equivalent)
- EDSP 589 – Healthy Environments and Inclusive Education (3) (or equivalent)
- CPR – infant, child and adult

Level II Professional Education Specialist Credential
Common Core

- EDSP 598 Education Specialist Roles and Responsibilities (3)
- EDSP 593F Field-Based Induction Plan (1)
- EDSP 597F Field-Based Research in Special Education (1)
- EDUC 500 Research Design and Methodology (3)

Level II Professional Education Specialist
Specializations

1. Mild/Moderate Disabilities Requirement

- EDSP 594 Advanced Behavior Analysis and Positive Behavior Supports (3)
- EDSP 594F Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)
- EDSP 596 Assessment for Curriculum Decisions (3)
- EDSP 596F Field-Based Assessment for Curriculum Decisions (1)

2. Moderate/Severe Disabilities Requirement

- EDSP 594 Advanced Behavior Analysis and Positive Behavior Supports (3)
- EDSP 594F Field Based Advanced Behavior Analysis and Positive Behavior Supports (1)

3. Early Childhood Special Education Requirements

- EDSP 595 Leadership and Management Skills (3)
- EDSP 595F Field-Based Leadership and Management Skills (1)

III. Early Childhood Special Education Credential

Prerequisites

- Level II Credential Prerequisites
- A currently valid California Clear Learning Handicapped or Severely Handicapped credential; or a Level II Mild/Moderate or Moderate/Severe credential

Course Requirements

- EDSP 570 Assessment in Special Education (3)
- EDSP 573 Family Systems and Community/Cultural Resources in Special Education (3)
- EDSP 574 Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
- EDSP 576 Typical, Atypical and Medical Development (3)
- EDSP 577 Early Intervention Curriculum and Methods (3)
- EDSP 578 Curriculum and Instruction Moderate/Severe (3)
- EDSP 591P Practicum Early Childhood (3)

Counseling Program

The Master of Arts in Counseling program is a non-thesis program that prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The mission of the program is to prepare exemplary counselors who are committed to ethical practice. The program has a strong focus on leadership and advocacy skills in relationship to human development issues as well as the planning, delivery, and evaluation of comprehensive programs for school counseling. The clinical mental health counseling (CMHC) specialization emphasizes evidenced-based practice as the foundation for delivering culturally responsive treatment for clients in a variety of clinical and forensic mental health settings. Counseling's specific learning outcomes are aligned with the School of Leadership and Education Sciences' overarching ACE themes of (A) academic excellence, (C) critical reflection and inquiry, identification with a community of practice and a (E) commitment to service, ethical practice, and knowledge and skills in serving diverse populations.

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, continue in the program, and complete the program. A Clinical Instruction Benchmark Assessment (CIBA) is utilized to provide students (also referred to as candidates) with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for the transition to the practicum and fieldwork/internship portions of clinical instruction. The CIBA is completed prior to approval to register for the Counseling Practicum.

The Counseling Program also has a chapter of Chi Sigma Iota – the International Academic and Professional Honor Society for counseling - which students are eligible to join after completing at least nine units of graduate courses with a minimum of a 3.5 GPA.

Graduates of the Counseling Program find employment in school districts, clinical settings such as community agencies and private practice, community college and university campuses, career centers, and government and business settings. In addition, many of our graduates have gone on to doctoral programs in counseling psychology, counselor education, educational leadership, educational psychology, and related fields. Students who complete our MA program are eligible for state licensing as Licensed Professional Counselors (LPC) in 49 states. The USD Counseling Program meets the requirements of the proposed Professional Counselor Licensing Bill in California as well.

Program Requirements

Applicants to the program should specifically address the fit of the counseling program's coursework and experience requirements to the applicant's career goals. In the application and in the required individual and group interviews with program faculty members, applicants should provide evidence of demonstrated ability in academic endeavors and examples of effective helping skills applied in employment, intern, and volunteer settings. Recommendation letters should reflect on the applicant's intellectual and interpersonal skills based on direct observation or supervision of the applicant.

Program Specializations and Requirements

Students in both program areas complete courses designed to meet program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the National Board of Certified Counselors (NBCC). All students complete core and specialization courses of counseling courses specific to their areas of professional practice. The program requires the student to complete a 100-hour Counseling Practicum and two semesters of fieldwork or internship in a setting related to the student's career goal. The fieldwork or internship requires completion of 600 units of supervised work at an approved site.

Comprehensive End-of-Program Evaluation

- I. Comprehensive Examination, Student Survey and Exit Interview
- II. Successful completion of the comprehensive student assessment and professional development process (CMHC only)

This process is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames. Formulations must be based on the relevant literature and on core clinical knowledge and science. The case materials must demonstrate the student's abilities to (1) establish and maintain a psychotherapeutic relationship; (2) self-reflect and critically analyze clinical material; (3) gather and use clinical data; (4) devise a treatment plan and (5) direct interventions appropriately and in accordance with this plan (clinical decision-making).

Specialization in Clinical Mental Health Counseling

The Clinical Mental Health Counseling Specialization (CMHC) is an intensive 60 unit graduate curriculum that provides comprehensive training at the master's level. The CHMC specialization prepares graduates for independent clinical practice as licensed professional counselors. The

specialization has a strong clinical focus that helps students develop competencies required to work as practitioners in educational settings, mental health agencies, correctional institutions, religious organizations, inpatient health-care facilities and private practice. Students in the CMHC specialization also learn methods for conducting clinical assessments, using the DSM-IV-TR, conceptualizing cases, writing psychosocial histories, crafting treatment plans, as well as evaluating the outcomes of mental health programs and clinical services. Professional mental health ethics and cultural responsiveness are integrated into all coursework. Clinical mental health counselors provide direct services to clients of all ages, cultural backgrounds, and circumstances to help them achieve their goals. Students learn individual and group counseling techniques, as well as the clinical intervention skills found to be effective for a variety of mental health issues ranging from adjustment disorders to severe mental illnesses. The CMHC specialization uses an evidence-based clinical practice approach in coursework and internship so students develop competencies and a professional identity consistent with clinical mental health counselors.

I. Core Courses (26 units)

- COUN 503 Professional Orientation in Counseling (2)
- COUN 505 Lifespan Development (3)
- COUN 508 Research Methods in Counseling (3)
- COUN 510 Career Development Across the Lifespan (3)
- COUN 515 Multicultural Counseling (3)
- COUN 520 Counseling Psychology: Theory and Practice (3)
- COUN 525 Group Dynamics (3)
- COUN 530 Assessment Techniques in Counseling (3)
- COUN 548 Forensic and Ethical – Legal Issues in Clinical Mental Health Counseling (3)

II. Mental Health Clinical Core (19 units)

- COUN 541 Advanced Counseling: Diagnosis and Treatment (3)
- COUN 543 Foundations of Clinical Mental Health Counseling (3)
- COUN 544 Introduction to Family Counseling (3)
- COUN 545 Substance Abuse Counseling (3)
- COUN 546 Human Sexuality (2)
- COUN 547 Risk Assessment and Trauma Intervention (3)
- COUN 549 Psychopharmacology with Diverse Clinical Mental Health Clients (2)

Additional Requirements for Admission Counseling Program

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Summer, Fall
APPLICATION DEADLINES	Summer or Fall: Jan. 31
MINIMUM GRADE POINT AVERAGE	2.75 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	None
ADDITIONAL REQUIREMENTS	Statement of purpose describing how the degree or credential program will fit your personal and professional goals. Please include your strengths in interpersonal skills, experiences in multiculturalism, involvement in team building, and participation in volunteer activities.
INTERVIEW	The most qualified applicants for the clinical mental health counseling specialization will be contacted by a faculty member for an interview in person or via telephone. The most qualified applicants for the school specialization will be invited to USD for a three-hour group interview. Applicants who are unavailable for this group interview will be contacted by a faculty member for a phone interview.

III. Electives (3 units)

IV. Clinical Instruction in Counseling and Mental Health Practice (12 units)

COUN 504 Prepracticum in Counseling Techniques (3)

COUN 587P Clinical Mental Health Practicum (3)

COUN 597F Clinical Mental Health Internship I

COUN 598F Clinical Mental Health Internship II

Students complete a total of 6 or more units until they complete a minimum of 600 hours of supervised experience with minimum 320 direct service hours.

V. Non-Credit CMHC Requirements

1. Declaration and writing of clinical sub-specialization plan (due by last Friday in September)
2. Successful leadership and membership in at least two CMHC specialization projects
3. Active malpractice insurance verification each year that is maintained in good standing throughout enrollment in CMHC (must be on file in counseling office)
4. Full compliance with ACA and any other relevant mental health ethical codes. (Violations can result in program dismissal.)
5. Attend and document at least 36 clinical supervision group meetings with a doctoral level licensed mental health professional during the entire CMHC specialization.
6. Fingerprint clearance (due by the first Friday in October)

Specialization in School Counseling

Students who specialize in School Counseling plan to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy and student support as well as in the design, implementation, and evaluation of comprehensive guidance and counseling programs. The USD School Counseling Specialization stresses the development of leadership skills in transforming school counseling. The requirements for the California Pupil Personnel Services Credential with an emphasis in School Counseling can be met through this degree program. The 48 unit program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has been approved to meet current California Pupil Personnel Services Credential (PPS) standards. The program director and credentials analyst will help students who seek credentials from other states.

I. Core Courses (30 units):

COUN 503 Professional Orientation in Counseling (2)

COUN 504 Prepracticum in Counseling Techniques (3)

COUN 505 Human Development (3)

COUN 506 Ethical and Legal Issues in School Counseling (1)

COUN 508 Research Methods in Counseling (3)

COUN 510 Career Development Across the Lifespan (3)

COUN 515 Multicultural Counseling (3)

COUN 520 Counseling Psychology: Theory and Practice (3)

COUN 525 Group Dynamics (3)

COUN 530 Assessment Techniques in Counseling (3)

COUN 541 Advanced Counseling: Diagnosis and Treatment Planning (3)

II. School Counseling Specialization Courses
Required Courses (18 units, including 6 units of fieldwork):

COUN 518 Organization of Student Support Systems (3)

COUN 536 Counseling Children and Youth in School Settings (3)

COUN 537 Applied Techniques for Counseling in School Settings (3)

EDUC 582 Psychological Foundations in School Settings (3)

III. Clinical Instruction in School Counseling

COUN 588P Practicum: School (3)

COUN 590F Fieldwork in School Settings (3) Minimum of 2 semesters required

PPS Credential in School Counseling

The USD Counseling Program is an accredited Pupil Personnel Services (PPS) credential preparation program for the school counseling specialization. Students completing the Counseling Program's School Counseling Specialization are eligible to apply for the California K-12 PPS – School Counseling credential.

Requirements for the Specialization in School Counseling

Applicants must satisfy all of the following:

1. Complete post baccalaureate degree study consisting of a minimum of 48 semester units in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program, specializing in school counseling.
3. Pass the California Basic Educational Skills Test (CBEST).

The USD Counseling Program has two options for obtaining the recommendation for the PPS credential in School Counseling:

Option 1: For students completing the USD M.A. in Counseling with a School Counseling specialization.

Requirements

- Complete requirements for the M.A. in Counseling with the School Counseling specialization;
- Pass CBEST; and,
- Meet the PPS credential fieldwork requirements.*

Option 2. For students who already have a master's degree in counseling. (This option is periodically available, when program enrollment permits) Candidates for this option should make an appointment with the Program Coordinator for School Counseling to have previous graduate course work evaluated for equivalence to the following courses:

COUN 503	Professional Orientation in Counseling (2)
COUN 504	Prepracticum in Counseling Techniques (3)
COUN 505	Human Development (3)
COUN 506	Ethical and Legal Issues in School Counseling (1)
COUN 508	Research Methods in Counseling (3)
COUN 510	Career Development Across the Lifespan (3)
COUN 515	Multicultural Counseling (3)
COUN 520	Counseling Psychology: Theory and Practice (3)
COUN 525	Group Dynamics (3)
COUN 530	Assessment Techniques in Counseling (3)
COUN 536	Counseling Children and Youth in School Settings (3)
COUN 537	Applied Techniques for Counseling in School Settings (3)
COUN 588P	Practicum: School (3)
COUN 590F	Fieldwork in School Settings (3) Minimum of two semesters, for a total of 6 units

Total fieldwork = 600 hours.

* Fieldwork: The PPS credential requires 600 hours of fieldwork completed under the supervision of a PPS-credentialed supervisor. School fieldwork must be completed at two of three levels: elementary, middle/junior, high school. Fieldwork sites are approved by the faculty member designated as the Director of Field Experiences in conjunction with the student's advisor. Specific hours of direct contact experience, cross-cultural counseling, and group counseling are required. Students receive individual and group supervision during the fieldwork experience. Students enroll in a fieldwork course each term that they are collecting fieldwork hours until 600 hours are completed. Students must complete a minimum of 200

hours at each fieldwork site. Prerequisites: COUN 505, COUN 515, COUN 525 and COUN 588P (or approval of the Coordinator for Clinical Instruction.)

Marital and Family Therapy Program

The Marital and Family Therapy (M.F.T.) program prepares students to become marriage and family therapists. Marriage and family therapists are trained to conceptualize mental health and behavior problems as existing within interpersonal relationships. Consequently, students are trained to treat problems within a person's current interpersonal context. In addition to training in the most prominent marriage and family therapy theories, students are exposed to the biological and intrapsychic approaches to problem development and resolution. Students receive training in the assessment and treatment of the major mental disorders.

The M.F.T. program is accredited by the Commission on Accreditation for Marital and Family Therapy Education (COAMFTE). The COAMFTE is the national organization recognized by the U.S. Department of Education for setting standards for marriage and family therapy education. USD's M.F.T. program is one of only four master's degree-granting programs in California accredited by the COAMFTE.

Graduates of the M.F.T. program usually work in mental health agencies. However, some set up their own private practices or go on to doctoral work. The degree fulfills the educational requirements for licensure in California as a Marriage and Family Therapist and usually meets the licensing requirements in the other 47 states with Marriage and Family Therapist licensure or certification.

General Degree Requirements

The M.A. in M.F.T. is a non-thesis degree program requiring the successful completion of 49 units of graduate coursework, 6.5 continuing education units, a written comprehensive exam, and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full-time students can complete the program within two full calendar years. Part-time students must take at least 6 units per semester.

Requirements For The Degree

I. Coursework (49 units)

MFTS 500	Research in Family Therapy (3)
MFTS 523	Family Therapy Theories I (3)
MFTS 524	Family Therapy Theories II (3)
MFTS 528	Psychopathology (3)
MFTS 529	Ethical and Legal Issues in Family Therapy (2)
MFTS 532	Human Diversity (3)

MFTS 533 Family Studies (3)
 MFTS 541 Assessment and Treatment of Child/Family Problems (3)
 MFTS 542 Psychological Testing and Evaluation (2)
 MFTS 543 Developmental Psychopathology (3)
 MFTS 544 Psychopharmacology (2)
 MFTS 545 Families, Systems and Health (1)
 MFTS 546 Couples and Sex Therapy (3)
 MFTS 570 Treatment of Drug and Alcohol Problems (2)
 MFTS 595P Practicum in M.F.T. 1 (5)
 MFTS 596P Practicum in M.F.T. 2 (5)
 MFTS 597P Practicum in M.F.T. 3 (5)

II. M.F.T. Continuing Education Courses (6.5 units extension credit)

EDUC X-571 Child Abuse (.5)
 EDUC X-572 Gender Issues in Family Therapy (1)

EDUC X-574 Domestic Violence (1)
 EDUC X-577 Professional Issues in Family Therapy (1)
 EDUC X-578 Spiritual Issues in Family Therapy (1)

Students are required to take two of the following CE courses:

EDUC X-573 Group Therapy in Family Therapy (1)
 EDUC X-575 Special Topics in Family Therapy (1)
 EDUC X-576 Self of the Therapist Seminar (1)

III. Comprehensive Examination

IV. Clinical Contact Hours

Students must successfully complete a total of 500 clinical contact hours (minimum of 250 relational hours) and 100 supervision hours (minimum of 50 with raw data) while enrolled in Practicum.

V. Completion of Prerequisite Requirements

Students must complete the two prerequisite requirements (Human Development, and either Counseling Theories or

Additional Requirements for Admission Marital and Family Therapy Program

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINE	Fall (Early Admissions): Jan. 15 Fall (Regular Admissions): March 1 Spring: Oct. 15
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in bachelor's or in master's coursework
STANDARDIZED ADMISSION TEST	GRE or MAT with an overall score in the 50th percentile or above
ADDITIONAL REQUIREMENTS	Three letters of recommendation Statement of Purpose
INTERVIEW	After an initial review of applications, the most qualified candidates will be invited to USD for a 3-hour group interview (9a.m.-noon) with the M.F.T. faculty. Candidates will be contacted by phone approximately two weeks after the application deadline in order to schedule an interview. Please go to www.sandiego.edu/soles/programs/marital_and_family_therapy/ for the dates of the group interviews. Applicants who live outside California and surrounding states (Arizona, Oregon, Washington, Utah or Nevada) will have the option of participating in a phone interview. However, we strongly encourage out-of-state applicants to attend the on-campus group interview, if possible.

Theories of Personality) either prior to enrollment in the program or before the beginning of their second semester in the program.

Practicum In M.F.T.

An important part of the training program is the practical experience and training students receive during the clinical practicum. The M.F.T. faculty maintain a variety of sites that meet the rigorous clinical hour and supervision requirements. Practicum placements are typically non-paying positions.

Practicum (MFTS 595P, 596P, 597P) is a 12-month, three-semester sequence that is completed during the student's final year in the program. During this clinically rich experience, students will be expected to complete 500 direct client-contact hours, 250 of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from M.F.T. faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is in both individual and group format, with live and videotaped data being used as the primary source of session information.

Pastoral Counseling Certificate

M.F.T. students who wish to specialize in Pastoral Care and Counseling may do so by taking the additional 18 units required for the Certificate of Advanced Study (CAS) in Pastoral Care and Counseling. Students must apply to and be accepted by both the M.F.T. and CAS programs. See page 68 for CAS admission and program requirements.

Courses and Seminars

Counseling Program

COUN 503 PROFESSIONAL ORIENTATION AND ETHICS IN COUNSELING / 2 UNITS

This course is designed to address the development of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession – its purpose, history, ethical codes, professional organizations and certification and licensing practices.

COUN 504 PRE-PRACTICUM IN COUNSELING TECHNIQUES / 3 UNITS

Each student will be able to demonstrate basic counseling skills, techniques, and professionally ethical and legal behavior. Students develop knowledge of and skills in core counseling techniques, including attending, listening, empathy and challenging. Students are introduced to, and practice through peer helping, helping skills models appropriate to a variety of counseling settings. Videotaping of individual counseling sessions for purposes of assessment, self-assessment and reflection on counseling skill development is included. Students are able to accurately critique their level of skill development.

COUN 505 HUMAN DEVELOPMENT / 3 UNITS

Students examine growth and development throughout the lifespan including physical, cognitive, social, and psychological functioning. Individual and group differences are studied. Students learn proactive program development and counseling strategies to enhance development and to address development and transitional issues in development at all ages.

COUN 506 ETHICAL AND LEGAL ISSUES IN SCHOOL COUNSELING / 1 UNIT

This course addresses the ethical and legal issues related to school counseling professionals. Students review state and federal guidelines and laws. Ethical guidelines from CACREP are emphasized.

COUN 508 RESEARCH METHODS IN COUNSELING / 3 UNITS

Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

COUN 510 CAREER DEVELOPMENT ACROSS THE LIFESPAN / 3 UNITS

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

COUN 512 COLLEGE COUNSELING / 3 UNITS

Students examine the developmental needs and personal, academic and career concerns of persons enrolled in higher education and the counseling services and student development programs designed to meet these needs. Students examine leadership skills utilized in student services, differences in service, and delivery of services in community college, college and university settings. Students design, conduct, and report on assessment of college counseling programs and services.

COUN 515 MULTICULTURAL COUNSELING / 3 UNITS

Students examine the beliefs, behaviors, and values of variety of ethnic groups. Students complete self-assessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Effective techniques for providing culturally appropriate services to individuals and groups are presented.

COUN 518 ORGANIZATION OF STUDENT SUPPORT SYSTEMS / 3 UNITS

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

COUN 520 COUNSELING: THEORY AND PRACTICE / 3 UNITS

Philosophical and psychological theories of personality development and functioning are presented. For each theory presented students learn the nature of the person, personality constructs, and appropriate intervention strategies and counseling goals.

COUN 525 GROUP DYNAMICS / 3 UNITS

Utilizes didactic and experiential learning to examine group dynamics in a variety of work and other social settings. Students develop knowledge of and skills in counseling group leadership and facilitation as well as large group presentations.

COUN 530 ASSESSMENT TECHNIQUES IN COUNSELING / 3 UNITS

Students develop skills in the development, selection, administration, interpretation of standardized tests, report writing, and other tools used to assess various cognitive, behavioral, and affective modalities used in practice. Required prerequisites: COUN 520 and professor approval.

COUN 532 DESIGNING CAREER DEVELOPMENT INTERVENTIONS / 3 UNITS

Students develop competence in assessing client interests and skills, designing career centers, outlining job search strategies, writing résumés, developing job banks, planning networking strategies, and designing individual and group interventions for a variety of client-presenting problems. Students review career development services currently offered in higher education, business, and community settings. Recommended prerequisite: COUN 510.

COUN 535 COLLEGE STUDENT DEVELOPMENT / 3 UNITS

Provides an introduction to major theories and research on development of college students and addresses the relevance and use of this information for the work of student affairs professionals, counselors, administrators, and others interested in the educational development of students in college settings.

COUN 536 COUNSELING CHILDREN AND YOUTH IN SCHOOL SETTINGS / 3 UNITS

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

COUN 537 APPLIED TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS / 3 UNITS

Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop, and enhance effective teamwork and partnerships within the school and greater community. Students also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth.

COUN 541 ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING / 3 UNITS

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSM-IV-TR) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined. Required Prerequisites: Practicum – COUN 588P or 589P, COUN 520 and professor approval.

COUN 543 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING / 3 UNITS

Students review basic CACREP-relevant standards, evidence-based practice, advanced ethical concerns, and forensic mental health issues. The course also includes a clinical instruction requirement. Required Prerequisites: COUN 503, COUN 520, and professor approval.

COUN 544 INTRODUCTION TO FAMILY COUNSELING / 3 UNITS

Students are exposed to required CACREP standards for family counseling. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Required Prerequisite: COUN 504 and COUN 520.

COUN 545 SUBSTANCE ABUSE COUNSELING / 3 UNITS

Students are exposed to required CACREP standards for addictions and substance abuse counseling. Assessment and clinical practice models are covered. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Required Prerequisite: COUN 504 and COUN 520.

COUN 546 HUMAN SEXUALITY / 3 UNITS

Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Required Prerequisites: COUN 504 and COUN 520.

COUN 547 CRISIS INTERVENTION COUNSELING / 3 UNITS

Students are exposed to CACREP standards associated with crisis intervention. The course emphasizes forensic mental health issues (e.g., risk assessment) as well. Required prerequisites: COUN 520, COUN 530 and professor approval.

COUN 548 FORENSIC ETHICAL-LEGAL ISSUES IN CLINICAL MENTAL HEALTH COUNSELING / 3 UNITS

This course introduces CMHC students to issues expected as they interface with the legal system. Special emphasis is placed on the ethical-legal issues presented in forensic practice venues for assessment. CMHC students learn the ethics and law that pertain to theory, research, needed for practice. The ethical portion includes a detailed analysis of the ethics codes from the American Counseling Association, American Mental Health Counseling Association, and other relevant counseling organizations. Students translate principles into guidelines and decision making required in CMHC practice. The legal portion includes review of various State mental health-related laws.

COUN 549 PSYCHOPHARMACOLOGY WITH CULTURALLY DIVERSE CLINICAL MENTAL HEALTH CLIENTS / 3 UNITS

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

COUN 559 CONSULTATION, TRAINING, AND SUPERVISION / 3 UNITS

Students develop training and consultation skills and strategies. This course offers students the opportunity to bridge the concepts of counseling with the applied topics of site supervision, training and consulting, and performance consulting. The methods of instruction will include both didactic instruction and interactive learning.

COUN 587P CLINICAL MENTAL HEALTH PRACTICUM / 3 UNITS

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours

of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

COUN 588P PRACTICUM: SCHOOL / 3 UNITS

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K–12 counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/ social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/ or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact. Prerequisites: COUN 504, and either COUN 503 or 520 must also be taken before this course and the remaining course taken concurrently.

COUN 589P PRACTICUM: ADULT / 3 UNITS

In the counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/ social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/ or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites: COUN 504, and either COUN 503 or 520 must also be taken before this course and the remaining course taken concurrently.

COUN 590F FIELDWORK IN SCHOOL SETTINGS / 3 UNITS

Students obtain an internship placement at a school site and function in the role of a school counselor, working under the supervision of a P.P.S. credentialed counselor on site. university supervision also is provided. School sites are selected to meet the requirements for the State of California Pupil Personnel Services Credential – School Counseling

Specialization. Course must be taken a minimum of two times to meet program and/or credential requirements. Prerequisites: COUN 505, 515, 525, 588P and school specialization course COUN 518.

COUN 592F INTERNSHIP IN COLLEGE COUNSELING / 3 UNITS

Students obtain an internship placement in a community college, college, or university setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 505, 515 and 525, 589P and required college specialization courses.

COUN 593F INTERNSHIP IN CAREER COUNSELING / 3 UNITS

Students obtain internship placements in educational, business, government, and community settings where career development services are offered. Students do their internship under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 505, 515, 525, 589P and required career specialization courses.

COUN 597F CLINICAL MENTAL HEALTH INTERNSHIP I / 3 UNITS

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites are required (see advisor).

COUN 598F CLINICAL MENTAL HEALTH INTERNSHIP II / 3 UNITS

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites are required (see advisor).

Leadership Studies Program

Note: EDLD 500-517 courses require special program permission.

EDLD 500 RESEARCH, DESIGN AND EVALUATION OF NONPROFIT PROGRAMS / 4 UNITS

This course prepares students to undertake the research, design, and evaluation process employed in nonprofit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design, 3) identifying and evaluating research literature that supports program development, 4) data-base planning, 5) cultural competence in planning and evaluation of nonprofit programs, 6) designing evaluation studies, 7) social marketing, 8) program monitoring and 9) modifying services based on evaluation results. The course will use both didactic and interactive instruction methods, and students will undertake a project that will provide applied experience in research, design and evaluation of nonprofit programs. Special permission required for students not enrolled in the nonprofit management program.

EDLD 501 NONPROFIT MANAGEMENT FUNDAMENTALS / 3 UNITS

This course is intended to prepare students for senior management roles in the nonprofit sector by introducing students to the basics of organizational management and helping them hone strategic thinking skills. Topics to be covered will include: the legal structure of nonprofits, assembling and managing boards, personnel policies and staffing issues, human resource management, advocacy, strategic planning, program planning, fundraising fundamentals and strategic repositioning. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. Special permission required for students not enrolled in the nonprofit management program.

EDLD 502 LEADERSHIP AND ETHICS (NP) / 3 UNITS

Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality. Case studies give students the opportunity to clarify their own ethical standards.

EDLD 503 NONPROFIT FINANCE / 3 UNITS

This course will prepare students to oversee the financial management of nonprofit organizations by focusing on four areas: key financial concepts, financial statement presentation, accounting and reporting, and operational issues emphasizing the links between the accounting staff, program staff, fundraising staff, and board of directors. Special permission required for students not enrolled in the nonprofit management program.

EDLD 504 HUMAN RELATIONS FOR LEADERS (NP) / 1 UNIT

The overall purpose of this course is twofold: 1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority and 2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of "laboratory" setting that duplicates to some extent the dynamics that occur regularly in organizations so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong.

EDLD 505 ORGANIZATIONAL THEORY AND CHANGE (NP) / 3 UNITS

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management and learn collaborative skills and behaviors that will help them be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 506 RESOURCE DEVELOPMENT AND FUNDRAISING / 3 UNITS

The goal of this course is to ensure that each student gains a broad understanding of the fundraising field as well as applied skills in the development and maintenance of individual donors, creating corporate partnerships; identifying and marketing programs to foundations; and applying for government grants. Each student will use his/her own organization (or one in which he/she has a special interest) as a case study for each of the sessions and assignments. Special permission required for students not enrolled in the nonprofit management program.

EDLD 507 COMMUNITY ORGANIZING AND CHANGE / 3 UNITS

The study of social change is important for nonprofit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including, but not limited to: revolution, labor, civic rights and environmental movements of social change. Special emphasis will be placed on the categorical silos which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination of the organizational agenda of nonprofit organizations, civic associations and regional initiatives. The focus of this course will center on creating change within a practice arena. Special permission required for students not enrolled in the nonprofit management program.

EDLD 508 MARKETING FOR NONPROFIT ORGANIZATIONS / 2 UNITS

This course is designed to sensitize students to the importance of marketing (both internal and external) in the success of nonprofit organizations. Topics to be covered include the determination of specific market targets (donors, clients, policymakers); the development of product (service) strategy; the dynamics of pricing of nonprofit services; the distribution or delivery of products or services to the various target markets; and the development of promotional strategies to various groups. Special permission required for students not enrolled in the nonprofit management program.

EDLD 509 LEGAL ISSUES FOR NONPROFIT CORPORATIONS / 1 UNIT

This course is intended to prepare students for management roles in the nonprofit sector by helping them become familiar with the basic forms of not-for-profit entities and the principal differences in their structure, formation, and corporate governance regimes. It is also designed to acquaint students with methods and techniques for managing typical risks involved in the operation of nonprofit enterprises, including risks associated with employment matters, fiscal matters (e.g., fundraising, financial accounting), preserving tax-exempt status and lobbying, contract performance, real property matters, public relations, and the like. The course is focused on practice and will incorporate case study and group problem-solving exercises based on actual student or faculty experiences to provide interactive classroom learning. Special permission required for students not enrolled in the nonprofit management program.

EDLD 510 BOARD MANAGEMENT AND LEADERSHIP / 1 UNIT

This course intends to prepare students to develop and manage boards of directors of voluntary sector organizations. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; and how to evaluate board effectiveness. Special permission required for students not enrolled in the nonprofit management program.

EDLD 511 STRATEGIC PLANNING AND POSITIONING / 3 UNITS

Many nonprofits think strategic planning is accomplished principally through a board retreat where members are asked to work with senior staff on deliberating the best course of action for their organization. While retreats are critical to the planning process, effective planning ideally involves considerable information gathering and analysis before the discussion begins in earnest. Organizations need to understand how their nonprofit fits within the context of trends and its place in the market, take a careful look at potential allies and competitors, collect information from stakeholders of all types about their wants and needs, and assess the capabilities of their organization to meet these needs within its defined market niche. This course will focus on methods of identifying strategic questions and directions for nonprofit organizations by taking students through planning processes with "client" organizations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 512 BEYOND COLLABORATION / 1 UNIT

This course intends to prepare students for the development of appropriate sustaining and effective inter-organizational relationships that assist them in fulfilling their organizational mission. Topics include life systems theory; definitions and distinctions among such arrangements as cooperation, collaboration, competition, co-opetition, partnership, networking and coalition building; identifying and developing structures and procedures; moving through the stages of development; and establishing evaluative methods. Special permission required for students not enrolled in the nonprofit management program.

**EDLD 513 ADVOCACY SKILLS AND STRATEGIES /
2 UNITS**

Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing how the legislature and congress work officially and behind the scenes, understanding regulatory reform, undertaking research which provides facts and figures to bolster a given argument, knowing how to build partners across sectors who will support the cause, understanding how to use the media and build public support. This class will provide students with a framework for conceptualizing and carrying out advocacy campaigns. Each student will be asked to apply what is learned in class to the development of a comprehensive advocacy campaign. Students may work individually but are encouraged to work in small groups on a specific public policy or state legislative campaign. Special permission required for students not enrolled in the nonprofit management program.

EDLD 514 PUBLIC SPEAKING / 1 UNIT

This course will provide students with the skills required to engage audiences and individuals who are potential donors and supporters of nonprofit organizations. Topics include: research and analysis of audiences; development of presentations focused on the benefits to the audience; practice of presentation skills that ensure masterful delivery; the extemporaneous speech; development and use of appropriate visual aids; handling of the question and answer period; use of humor, personal stories, analogies, and the call to action. The class will be participatory, and will include research and videotaped presentations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 515 RISK MANAGEMENT / 1 UNIT

This course is designed to provide students with the skills to recognize day to day as well as catastrophic risks encountered in managing nonprofit organizations. Students will have an opportunity to develop proactive practical strategies to mitigate the risks their organizations will encounter. Students will learn about factors that impact unemployment and workers compensations insurance costs. Students will work in group to create an Illness Injury Prevention manual based on standards established by the workers compensation insurance industry

**EDLD 516 RELATED BUSINESS DEVELOPMENT /
2 UNITS**

This course prepares current and future leaders in nonprofit organizations to be able to identify related business opportunities that will supplement the financial resources

and compliment the core business mission of their organization. Students will learn techniques to identify new opportunities, analyze market forces, develop effective marketing plans, establish operations plans and identify alternative funding sources in starting a new business. This course focuses on practical real world experience. Students will develop a business plan proposal for a local nonprofit organization. The plan will be evaluated on its ability to help the selected agency move forward with a plan of action to implement a new related business. Students will work in teams. Special permission required for students not enrolled in the nonprofit management program.

**EDLD 517 CAPITAL AND ENDOWMENT CAMPAIGN
PLANNING / 2 UNITS**

This course is designed to broaden the student's understanding of advanced fundraising activities, with a particular emphasis on capital and endowment campaigns. Building upon student's prior coursework, the class allows students to apply their understanding of organizational strategic planning to prepare, plan, and launch successful major gift fundraising efforts. Coursework is based upon students' analysis and discussion of actual case studies or field work with nonprofit organizations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 530 CREATIVE LEADERSHIP / 1 UNIT

This weekend course provides an introduction to methods of self-awareness, coaching, and leader development in cooperation with the Center for Creative Leadership. This course will provide students with an opportunity to learn about several instruments used in leader assessment and they will gain insights into methodologies for increasing the capacity of leadership in organizations.

**EDLD 535 MODELS OF PARTICIPATORY LEADERSHIP /
3 UNITS**

An investigation of various models of worker-owned organizations such as the Mondragon Cooperatives located in the Basque region in northern Spain. Students visit the Mondragon Cooperative and explore the historical, sociological, and cultural aspects of this organization. Designed to promote an understanding of the social benefits of worker-owned organizations through an in-depth study of employee satisfaction and productivity of the Mondragon free-enterprise model.

**EDLD 549 RESEARCH DESIGN AND METHODOLOGY FOR
LEADERS / 3 UNITS**

This course is an introduction to research design and methodology for students in leadership studies, which will enable beginning and experienced leaders and managers

to design and complete their own research projects while developing the intellectual tools needed to critique research in the leadership discipline or within an area of specialization.

EDLD 550 LEADERSHIP THEORY AND PRACTICE / 3 UNITS

This course provides an essential and theoretical understanding of leadership and authority and is designed as well to generate personal insights into one's own patterns of response to social forces and skills for leadership. The course has a strong experiential component that continually provides participants with opportunity to test and integrate their learning with experience.

EDLD 551 HUMAN RELATIONS FOR LEADERS / 3 UNITS

The overall purpose of this course is twofold: 1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority and 2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of "laboratory" setting that duplicates to some extent the dynamics that occur regularly in organizations so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong.

EDLD 552 SCHOOL LAW FOR ASPIRING LEADERS / 3 UNITS

Students learn about issues concerning the authority, power and liabilities of administrators as well as the legal status of teachers, students, and others involved in the educational program. Course provides prospective school leaders with understanding of how law guides day-to-day decision making in key areas and the consequences for violating policies.

EDLD 553 INSTRUCTIONAL LEADERSHIP AND SUPERVISION I / 2 UNITS

Focuses on the role of school leaders in shaping a school culture that values teaching and learning as the center of the school's work. Attention is given to the resources and skills needed to lead instructional improvement. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning.

EDLD 554 INSTRUCTIONAL LEADERSHIP AND SUPERVISION II / 2 UNITS

This course continues the work of EDLD 553, focusing on the development of students' capacity to analyze instructional practice and lead improvement of teaching and learning. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning. Prerequisite: EDLD 553.

EDLD 555 LEADERSHIP AND ETHICS / 3 UNITS

Designed to promote an understanding of the philosophical, religious, and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality.

EDLD 556 ORGANIZATIONS AND DIVERSITY / 3 UNITS

Using a theory-practice-critique framework oriented toward ethical leadership in public, private and nonprofit contexts, students will analyze the reciprocal nature of beliefs, attitudes, values and behavioral patterns in various microcultures with the personal, interpersonal, institutional and societal context of organizations. Students will examine how oppression in social institutions and organizations explicitly and implicitly shapes the social and political patterns of leadership and management.

EDLD 557 LEADERSHIP AND SPIRITUALITY / 3 UNITS

The commonalities within all the great spiritual traditions are emphasized in this graduate course. Spirituality is viewed as an orientation that calls for deep involvement in the world, and spiritual practices are considered that enable leaders to reflect on how they go about their daily lives. During a culminating activity, participants share their insights regarding how leadership can elevate the human spirit and inspire actions with the potential for moving the world toward peace and justice.

EDLD 558 SCHOOL LEADERSHIP AND THE POLITICS OF EDUCATION / 3 UNITS

Prepares students to plan, organize, manage, and evaluate the day-to-day operations of a school, focusing on the development of a productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient resources for the diverse needs of students. The course builds candidates' understanding of, and skill in, responding to the complex political forces that shape organizational life.

EDLD 559 LEADERSHIP AND ORGANIZATIONAL CHANGE / 3 UNITS

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management, and learn collaborative skills and behaviors that will help them to be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 560 SCHOOL LAW FOR PRACTICING ADMINISTRATORS / 3 UNITS

This course focuses on the preparation of practicing school leaders to applying knowledge of the law to guide day-to-day decision making in their roles as administrators. Participants will develop a deeper understanding of, and ability to apply, state and federal law in areas vulnerable to litigation that are under the purview of the school site leader.

EDLD 561 LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES / 3 UNITS

This course engages participants in initial leadership development prior to entering an administrative credential program. This program provides candidates opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars.

EDLD 562 LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES I / 2 UNITS

This course is the first segment of a 3 unit LEAP program. The LEAP program fosters awareness and knowledge of leadership, encourages participation in leadership activities, and builds a basis for pursuing career opportunities in leadership positions in schools. In this course, we provide initial leadership development and recruitment for educators interested in future site leadership opportunities. Highly qualified individuals will be provided information, experience, and support to move them toward more opportunities for teacher leadership, and for some students, toward a career in site leadership.

EDLD 563 LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES II / 1 UNIT

This course is the second segment of the LEAP program. This course follows EDLD 562 and continues initial leadership development and recruitment for educators interested in future site leadership opportunities. Candidates take on more responsibility as a teacher leader,

and document and reflect upon those responsibilities. Some candidates may begin working toward a career in site leadership. In this second semester, candidates will complete their Individual Learning Plan, complete three meetings with the mentor, complete a portfolio of their work, and develop a Poster Presentation. Using a Protocol, the candidates will present the poster (reflecting their learning) to a group of critical peer, and receive feedback. Pre-requisite EDLD 562

EDLD 564 SUPPORTING TEACHERS FOR INSTRUCTIONAL IMPROVEMENT / 2 UNITS

This course supports the development of leadership knowledge and skills for creating and supporting strategic goals for the improvement of teaching and learning. This job-embedded course focuses on the site-based leadership role and experiences, integrating instructional and leadership theories with educational practice.

EDLD 565 THE DYNAMICS OF RACE, GENDER AND CULTURE IN HIGHER EDUCATION / 3 UNITS

The purpose of this course is to provide students with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education.

EDLD 566 COACHING AND MENTORING / 3 UNITS

This course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring. They will also analyze coaching processes and learn fundamental concepts surrounding feedback, delegation and performance improvement.

EDLD 567 WRITING FOR PUBLICATION / 3 UNITS

This course is an intensive writing and research experience designed to introduce students to, and mentor them through the writing, research, revision, and publication or presentation processes. Topics covered include organizing and reviewing the literature; improving grammar, style and mechanics; strengthening presentation skills; and preparing for the publication process. Students read about research

and publication, critique and evaluate work done by peers in the course and receive feedback on their writing and research topics from the professor. Prerequisite: Students should bring a draft of an article, thesis, manuscript, or essay to rework as their final course project; alternatively, students can choose to work on portion of their master's thesis or doctoral dissertation to fulfill this requirement, or begin a new manuscript at the professors discretion.

EDLD 570 HUMAN SERVICES ADMINISTRATION / 3 UNITS

Topics include employee selection, procedures and policies, salary and fringe benefit management, staff appraisal, tenure practices, and non-renewal and dismissal procedures.

EDLD 571 HISTORY, THEORIES AND PHILOSOPHIES OF HIGHER EDUCATION / 3 UNITS

This course is designed to provide students with historical and philosophical contexts for understanding contemporary practices and issues in higher education. Through an understanding of major philosophies of education, students will examine the developmental trajectory of higher education in the United States. The course includes opportunities to explore the complexity of philosophical views and historical events that have shaped the way colleges and universities operate today. Students will shape a personal philosophy of education by identifying the ideologies behind educational systems, curricula, and institutional goals, and by determining which aspects of those ideologies best represent their own values and ideas.

EDLD 572 LEADERSHIP AND CONTEMPORARY ISSUES / 3 UNITS

National and global issues requiring leadership are presented as challenges to future leaders: safeguarding oceans, understanding technology and considering the earth's capacity. These issues require courage, commitment, and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.

EDLD 573 ECONOMICS OF EDUCATION / 3 UNITS

This course introduces students to the basics of economic analysis and then uses these techniques to examine some of the most important, but least understood policy issues on the national agenda, including human capital theory and the returns to education; educational labor markets and the factors that influence them; how local schools are funded and the voucher movement; trends in college and university pricing; market failure and the governmental provision of student loans; and the increasing grant-loan imbalance in higher educational finance.

EDLD 574 LEADERSHIP DEVELOPMENT FOR WOMEN / 3 UNITS

The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.

EDLD 575 THE COMMUNITY COLLEGE / 3 UNITS

A historical review of the development of community colleges and their relationship to the higher education movement. Includes a study of the philosophy and application of the open-door policy and summary of the functions of community colleges.

EDLD 576 COMMUNITY COLLEGE LEADERSHIP / 3 UNITS

Designed to help prepare candidates for administrative positions in community colleges. Topics included the nature and purposes of community colleges; their assets, problems, issues, practices and innovations; faculty relations, collective negotiations and professional development; and possible future developments. Finances, governance and administrator-board relations are also discussed.

EDLD 577 HIGHER EDUCATION POLICY / 3 UNITS

This course examines contemporary higher education public policy issues and provides a general introduction to the policymaking process in the United States. This process will be examined from multiple perspectives, including those from within the university as well as those from without. At all levels, key participants will be identified and their behavior analyzed to understand the importance of structural incentives embedded in the process. To develop the skills necessary to do this sort of high-level policy analysis, students will learn how to research and write policy briefs and analyses based on real, contemporary problems in higher education.

EDLD 578 HIGHER EDUCATION ADMINISTRATION / 3 UNITS

An introduction to the management of public and private colleges and universities, this course will explore the nature of academic governance, patterns of decision making among middle- and senior-level academic administrators, as well as the challenges involved in shared authority. Leadership philosophies of prominent educational leaders will be examined, as well as campus mission statements, administrator-board and public relations, local and state policy issues, and the role of administrators in creating a campus culture that nurtures diversity, equity, and access.

EDLD 580 CONSULTING TO GROUPS / 3 UNITS

This course provides practical and experiential training in consulting to small groups. It is especially geared to building the capacity needed to mobilize groups and organizations undergoing rapid change or experiencing significant turmoil by enhancing students' ability to match content, technique, context, and delivery.

**EDLD 581 SPECIAL TOPICS IN LEADERSHIP STUDIES
1 / 3 UNITS**

The purpose of this course is to provide graduate students with an opportunity to earn graduate credits in the Leadership Studies program for participating and/or attending conferences, institutes, or other events related to their growth as a scholar and/or professional. Students enrolling in the special topics course(s) will be responsible for attending all conference events, completing the assignments as noted in your syllabus, and other papers and/or projects as assigned by the professor of record. Each new course that is offered will be reviewed and approved by the program area (specialization area) and the Leadership Studies program director, before being added to the course schedule. Examples of included conferences and institutes are: the ELDA Summer Institute, the CCLDI Summer Leadership Academy and others as deemed appropriate by the department faculty.

EDLD 582 SURVEY RESEARCH METHODS / 3 UNITS

This course will prepare students to design, implement, and then analyze the results of different types of surveys. Topics to be covered include the analytics of survey research design, data collection, and survey research analysis including the techniques of correlation and factor analysis, which will be used together to analyze the results of several large-scale surveys.

EDLD 583 SPECIAL TOPICS I / 1 UNIT

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, and conflict management, school site-based budgeting and personnel policies and procedures.

EDLD 584 SPECIAL TOPICS II / 1 UNIT

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting, personnel policies and procedures, creating parent partnerships, and organizing the school to ensure parent/community support.

EDLD 585 LEADERSHIP FOR CHANGE / 3 UNITS

This course provides participants with opportunities to examine theories of leadership and authority; to study and analyze the dynamic forces (both conscious and unconscious) that influence the life of groups and organizations; and to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

**EDLD 588 DIVERSITY AND THE PREPARATION OF SCHOOL
LEADERS / 2 UNITS**

This course examines the concept of diversity from multiple perspectives, investigating the impact of issues of power and privilege in relation to candidates' work as instructional leaders, and developing candidates' knowledge, skills and self-reflective practice.

EDLD 590/593 LEADERSHIP INTERNSHIP M.A. / 3/3 UNITS

Field placement for M.A. in Leadership Studies students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 591/592 LEADERSHIP INTERNSHIP DOC / 3/3 UNITS

Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

**EDLD 594 STUDENT AFFAIRS GRADUATE ASSISTANT
SEMINAR / 1.5 UNITS**

In this course students work together with faculty and student affairs practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student's internship in Student Affairs. This course supports the student's individual development plan by asking them to analyze current events and issues in their work place and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action-inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course. The application of student learning will be demonstrated through students' ongoing individual electronic-portfolio development.

EDLD 595 THESIS SUPERVISION / 1-3 UNITS

Students engaged in the research and writing of a Thesis may register for 1-3 units of this course per semester during that process. Students should enroll with their thesis advisor only. This course can be counted towards electives in the area of specialization requirement and is a Pass/Fail course.

EDLD 597P PRACTICUM IN SCHOOL ADMINISTRATION I / 3 UNITS

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely in triads with their supervising principal and university supervisor to discuss the candidate's progress toward achieving leadership standards. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

EDLD 598P PRACTICUM IN SCHOOL ADMINISTRATION II / 3 UNITS

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills and dispositions through practical experience with instructional leadership, operational management and work with community stakeholders. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership. When candidates have completed the second practicum and completed the coursework they will present their culminating portfolio and educational platform to a group of critical friends.

EDLD 599 INDEPENDENT STUDY / 1-3 UNITS

Independent study usually involving a research paper or project. Requires approval from program director.

EDLD 600 LEADERSHIP THEORY AND PRACTICE / 3 UNITS

This course provides an essential and theoretical understanding of leadership and authority and is designed as well to generate personal insights into one's own patterns of response to social forces and skills for leadership. The course has a strong experiential component that continually provides participants with opportunity to test and integrate their learning with experience.

EDLD 601 ORGANIZATIONAL THEORY AND CHANGE / 3 UNITS

A critical review of classical and contemporary organizational theories and an examination of several models of organizational change. Strategies for facilitating change are also examined.

EDLD 602 LEADERSHIP, INQUIRY AND RESEARCH I / 3 UNITS

This course provides students with a cognitive map of the current leadership studies field. It does this by having (a) alternative conceptions of leadership, (b) alternative conceptions of knowledge, (c) the relationship between different notions of leadership and different views of knowledge, and (d) the implications of all of the above for doing research in Leadership Studies.

EDLD 603 ETHICS AND LEADERSHIP / 3 UNITS

The values dimension of leadership behavior. Within the context of the Judeo-Christian tradition, students discuss and develop ethical standards of behavior for leaders. Case studies give students the opportunity to clarify their own ethical standards.

EDLD 604 POLICY-MAKING PROCESSES / 3 UNITS

This course provides students with a basic understanding of different models of making and implementing policies in complex organizations, public and private. Case studies are used to analyze various policy making processes. Skills used by leaders and collaborators to make policies that change their organizations are discussed.

EDLD 605 ADULT DEVELOPMENT / 3 UNITS

An examination of the conceptual frameworks that attempt to describe and explain adult development and their implications for leadership. Students refine their own evolving philosophy of leadership as they seek to understand the meaning of central concepts related to self and relationships.

EDLD 606 LEADERSHIP INQUIRY AND RESEARCH II / 3 UNITS

Students focus on the expansion of the scholarly writing repertoire while beginning the exploration of literature in their specialization areas. Students begin to define future professional goals and a tentative research agenda. Course requirements include a substantial written paper and oral presentation demonstrating the ability to review and analyze the literature in a professional area of interest. Prerequisite: EDLD 602

EDLD 607 APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS / 3 UNITS

Students examine a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. Students interpret statistical computer output.

EDLD 608 QUALITATIVE RESEARCH METHODS / 3 UNITS

The underlying philosophy of qualitative research, the type of research questions this method addresses, and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually toward more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature.

EDLD 609 EVALUATION: THEORY AND PRACTICE / 3 UNITS

Designed to develop an understanding of the evaluation process and skills needed by evaluators. Students review models of evaluation and examine strategies for conducting effective evaluations of organizations, programs and personnel.

EDLD 610 DISSERTATION SEMINAR / 3 UNITS

A course to assist doctoral students who are ready to write their dissertation proposals. Students must have a firm topic for their research since they will write drafts of the three sections of their proposals and finish the course with a proposal that is ready for review by their dissertation committees. Prerequisites: All Leadership Studies doctoral core and research courses, 12 units of electives and completion of Part A of the Advancement to Candidacy process.

EDLD 612 ADVANCED QUALITATIVE RESEARCH METHODS / 3 UNITS

This course is divided into two main sections, one focusing on procedures associated with more or less traditional notions of qualitative research. Students will read and discuss texts and articles about qualitative methods and critique examples of both traditional and less conventional approaches to qualitative studies. In addition, a major assignment will be to design and execute a small qualitative study. Students will be expected to employ the data generated from their research to produce a number of different products. Prerequisite: EDLD 608.

EDLD 613 ADVANCED QUANTITATIVE RESEARCH METHODS / 3 UNITS

This course provides students with the analytical tools necessary to conduct doctoral-level quantitative research and requires them to complete and present an empirical project. Topics covered include multiple regression analysis, binary choice models, and time series analysis. Prerequisite: EDLD 607.

EDLD 620 THE LAW AND POLITICS OF EDUCATIONAL POLICY DEVELOPMENT / 3 UNITS

This course introduces an equal number of graduate education students and upper division law students to the complexities inherent in the development of education policy at the state and local levels. In addition to interacting with guest speakers during seminar sessions on campus, students travel to the Bay Area to meet with key researchers and commentators at Stanford University and at the UC-Berkeley School of Law and with union leaders at the California Teachers Association in Burlingame. Later, students travel to Sacramento to interact with key elected and appointed state policymakers. Field trip travel expenses are paid through a grant. Each student writes a research paper on a topic of the student's choice related to educational policy development and delivers a presentation based on it to the seminar.

EDLD 695 DISSERTATION / 1-9 UNITS

Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of pass is awarded for this course, which is individually guided by the dissertation chair and committee members.

Learning and Teaching Program

EDUC 500 RESEARCH DESIGN AND METHODOLOGY / 3 UNITS

EDUC 500 is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership, teaching and counseling. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed.

EDUC 501 FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS / 3 UNITS

This course focuses on the structure, common elements, and impact of successful and effective family, school, and community partnerships. It is designed to encourage the development of teachers' and other educators' awareness of students' family and community histories, funds of knowledge and sociocultural capital, and it requires close examination of attitudes, misconceptions, and expectations that impact relationship building with families and communities. This course exposes candidates to different types of home-school-community partnerships, current knowledge on community-based frameworks, and programs serving families who traditionally do not participate in schools. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families' knowledge of the school/classroom curricula and educational system.

EDUC 505 DISCOURSE, SCHOOLING AND LEARNING COMMUNITIES / 3 UNITS

This course is designed for both master's and doctoral students in literacy who already have some understanding of sociocultural theories of language and learning and who wish to construct a deeper understanding of the role that discursive interaction plays in teaching and learning (i.e. who wish to explore the dialogic and socially situated aspects of semiotic mediation). Course readings include studies informed by anthropology, linguistics, psychology, and sociology and are conducted from a social constructivist perspective that views learning as participation in social contexts. Three shared course texts have been selected to provide an introduction and overview of the theories and methods of discourse analysis. Additionally, students will have the opportunity to choose to participate in one of two inquiry groups.

EDUC 507 ACTION RESEARCH I / 1 UNIT

This course focuses on the nature of action research and the identification of problems for inquiry in schools.

EDUC 508 ACTION RESEARCH II / 2 UNITS

This course focuses on methods of data collection to help candidates initiate research projects in their classrooms.

EDUC 509 ACTION RESEARCH III / 1 UNIT

This course treats data analysis and reporting. During the summer semester candidates present their completed action research projects as a culminating project.

EDUC 510 COGNITION AND LEARNING / 3 UNITS

This advanced course in educational psychology focuses on recent advances in theories of learning and motivation and their practical implications for teaching. This course encompasses key cognitive and developmental studies on human cognition and learning. Students will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning, as well as other essential topics in human cognition and learning with an emphasis on the implications for educators and educational researchers.

EDUC 511 EDUCATIONAL REFORM / 3 UNITS

Explores school reform and restructuring from the perspective of the federal, state, district, school and classroom level. Students examine topics related to leadership, pedagogy, and social justice. The course includes a deep investigation into the historical and contemporary purpose(s) of education and the reasons behind the push for increased accountability and school change.

EDUC 512 MEASUREMENT AND EVALUATION IN EDUCATIONAL SETTINGS / 3 UNITS

This course combines current learning theories for diverse students (psychological and developmental) and student assessment measures that are both standardized and performance-based, formative and summative, cognitive and affective. Using assessment to drive instruction provides the diagnostic lens with which to understand student learning in order to effectively differentiate classroom instruction.

EDUC 513 HUMAN DEVELOPMENT / 3 UNITS

This course aims to establish a deep understanding of the cognitive, physical, social, moral, and personality development, and their relationship to learning in an educational context. The emphasis is placed on a holistic understanding of human development, the roles of

community, and the socio-cultural foundation of learning. Students will establish an in-depth understanding of human development from early childhood to adolescence, and consider its implications for educational practices.

EDUC 514 INSTRUCTIONAL TECHNOLOGY: DESIGN AND EVALUATION / 3 UNITS

An advanced graduate-level computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching. This course meets the state requirements for the graduate-level Clear Teaching credential technology requirement.

EDUC 515 ADVANCED THEORIES OF LANGUAGE AND LITERACY / 3 UNITS

This course is designed as a core course in the literacy specialization to historically situate our graduate candidates within the literacy research community and promote understanding of literacy theory and practice. The purpose of this course is to explore multiple perspectives on the nature of literacy learning, development and teaching, and prepare teachers to become reflective and critical readers of educational research, policies, and literacy programs. It encourages candidates to critically analyze historical and current theoretical perspectives and research methodologies applied to literacy research including sociocultural perspectives on literacy learning and teaching. Further, it encourages candidates to examine the implications of literacy theories and research for classroom practice, curriculum development and assessment.

EDUC 516 INNOVATIONS IN READING AND WRITING / 3 UNITS

What do “good” readers and writers do? How can we help students who struggle with academic, print literacy to acquire the same skills, strategies, and habits of mind as students who are successful? In this course candidates draw on social constructivist, sociocognitive and transactional theories to develop answers to these questions. The course is intended for elementary and secondary teachers who want to explore specific teaching strategies designed to help students who struggle with print literacy, and is therefore practice-oriented. Course goals include designing innovative and strategic interventions for students struggling with development of print literacy.

EDUC 517 MULTIPLE LITERACIES / 3 UNITS

This course is designed to prepare candidates with the deep theoretical knowledge necessary to understand the complex relationship between forms of literacy and students’ school achievement. Most importantly, candidates have the opportunity to explore ways of applying this understanding to the design of supportive classroom learning contexts. Drawing on research from anthropological, sociological, psychological, and linguistic perspectives, candidates examine socially and historically situated definitions of literacy and of what it means to be literate. How have definitions of literacy changed over time? How is literate behavior identified differently in different social contexts? How might these shifting definitions of literacy and literate behavior contribute to school success and school failure? Additionally, candidates engage in several instructional activities designed to help us connect these readings to their own ways of using multiple forms of literacy. These activities may include: participating in a dance workshop, attending an art museum exhibit, attending a live music performance, and attending a poetry reading (spoken word performance or “slam”).

EDUC 518 TEACHING WRITING ACROSS THE CURRICULUM / 3 UNITS

An explanation of how the writing process approach can be implemented in every classroom across the K-12 curriculum. Topics include: journals/learning logs, clustering and mapping, the reading/writing connection, assessment of writing, and designing a writing curriculum. This course usually includes teacher presenters who will discuss and share practices for improving student writing.

EDUC 519 LITERATURE FOR CHILDREN AND ADOLESCENTS / 3 UNITS

This course introduces a variety of literature for children and young adults, and applies critical perspectives, such as critical literacy, social justice and multiculturalism, to a study of that literature. The course also offers ideas for incorporating literature for children and adolescents in classroom pedagogy.

EDUC 520, 521, 522 TEACHER INDUCTION / 9 UNITS

The Induction course of study extends for the two-year period of the IMPP during which time candidates participate in a series of opportunities to observe, collaborate, and reflect on and apply the California Standards for the Teaching progression, curriculum frameworks, content, and performance standards for the students in their classroom. The content is based on the California Formative Assessment and Support System for Teachers (CFASST). Induction classes are held monthly at

various sites in San Diego Unified School District and are planned and presented by BTSA resource teachers.

EDUC 523 ADVANCED EDUCATIONAL TECHNOLOGY / 1 UNIT

Participating teachers will build upon the knowledge, skills and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the learning and teaching process.

EDUC 524, 525 ADVANCED LITERACY INSTRUCTION / 3/3 UNITS

Students examine current issues, theory, and practices in elementary or secondary literacy including content-area literacy, teacher knowledge in English language arts, critical literacy, and children's literature. This course is designed to complement and extend district induction activities for new teachers in San Diego Unified School District.

EDUC 526 ADVANCED METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT / 3 UNITS

This course examines the theoretical perspectives of second language acquisition with a focus on effective practices for literacy and academic language proficiency of English language learners. Participants explore different theories of second language acquisition and strategies for the development of language and academic development in English.

EDUC 528 ADVANCED SEMINAR IN TEACHING MATHEMATICS TO ELEMENTARY STUDENTS / 2 UNITS

This course focuses on extending teachers' understanding of current reforms in mathematics education, expands teachers' abilities to use effective and appropriate teaching strategies that promote equity and accessibility for all students, and enriches teachers' abilities to teach for true mathematical understanding. Enfolded into this course is the investigation of rich mathematical tasks and the forming of productive mathematical learning communities.

EDUC 529 LANGUAGE, LITERACY AND CULTURE / 3 UNITS

This course highlights the perspective of teachers as border crossers and "cultural workers" (Freire, 1998). It provides a foundation in the intersection between language, literacy, and culture and its impact on educational practices by exposing candidates to relevant theory and research, and an in-depth experiential learning component in an international context (e.g., Mexico, Brazil, Spain, etc.). It encourages teachers to reflect upon and develop their own insights about the interactions between culture, language, literacy and schooling, and how they promote or interrupt

processes that lead to educational equity and teaching for social justice. Candidates are expected to reflect on their own cultural understandings, expectations and social positionings. This course also focuses on culturally sensitive curriculum and instruction, and ways in which teachers can bridge students' and families' cultural practices and funds of knowledge into the curriculum, as well as develop positive, two-way relationships with families.

EDUC 530 CRITICAL LITERACY, POPULAR CULTURE AND MEDIA STUDIES / 3 UNITS

This course examines literacy through several critical lenses, including school-based perspectives. The course explores, for example, how issues of power, access and success/failure relate to social and culturally based literacy practices. It will also consider pedagogical implications, such as the ways in which teachers can support students in learning how to be critical consumers of popular culture and the media.

EDUC 531 ISSUES IN ADULT DEVELOPMENT IN ESL / 3 UNITS

This course examines the theories of adult development as it relates to learn new languages and cultures. Candidates understand the psychology of adults learning in communities different from their own. Candidates will identify the educational challenges this population faces and their implications for personnel working with these learners.

EDUC 532P CURRICULUM AND METHODS OF TEACHING IN SECONDARY SCHOOLS / 3 UNITS

This curriculum methods course emphasizes teaching techniques, writing of instructional objectives, lesson planning, assessment, and classroom management. A 50-hour practicum is required.

EDUC 534P METHODS OF TEACHING READING IN SECONDARY SCHOOLS / 3 UNITS

This course explores theories and practices in the learning and teaching of literacy, with a focus on supporting reading across secondary subject areas. Discussions include sociocultural theories of reading, adolescent literacy, design of literacy learning activities and assessments, and use of literature across disciplines. Course requirements include a 50-hour practicum at an appropriate site, which offers the opportunity to teach and to work closely with students on literacy skills and concepts. Prerequisites: Prior or concurrent enrollment in EDUC 530 and 531, and formal admission to credential program or consent of program director. Course meets CCTC reading requirement for single-subject teaching credentials.

EDUC 535 CURRICULUM DESIGN AND EVALUATION / 3 UNITS

In order to be effective, instruction must be designed to foster enduring understanding of the core concepts of a discipline. This course will take students through the process of designing and implementing an effective unit of study appropriate to their area of interest. Students will identify goals worthy of enduring understanding, craft essential questions to frame the unit, design formal, informal and project-based assessments, and develop lessons and instructional activities to engage students in the process of constructing deep understanding of the unit concepts.

EDUC 536 CURRICULAR INNOVATIONS / 3 UNITS

A course focusing on teacher-initiated curricular changes with emphasis on independent student techniques, the nature of creativity and methods of program design.

EDUC 537 ADOLESCENT AND CHILDREN'S LITERATURE AND GLBTQ COMMUNITIES / 3 UNITS

This course explores issues related to gender, sexual orientation and the heteronormativity in schools and society. Adolescent and children's literature, poetry, film and music relating to identity, majority culture influences, social movements and historical contexts will be used to investigate issues related to sexual orientation. What does it mean to be a gay/lesbian, bisexual, or transgender person? What is the atmosphere of acceptance and safety for all students? How can we promote peace and justice within and among groups? These and other questions will be addressed in order to promote knowledge and understanding of micro-culture.

EDUC 538 INSTRUCTIONAL THEORIES AND PRACTICES / 3 UNITS

This course examines a range of contemporary instructional theories and practices including non-directive education, constructivism, technology-based instructional design, social cognitive approaches, critical pedagogy and the pedagogy of liberation. Course participants will investigate and critique each of these theories, evaluating the effectiveness of the practice and the appropriateness of its use in a variety of settings. In addition, participants will critically reflect on their own classroom practices, identifying the approaches commonly used and assessing their effectiveness. As a culminating project, course participants will design and implement a series of lessons grounded in one of the theories highlighted in the course.

EDUC 539 ADVANCED PEDAGOGY FOR SECONDARY TEACHERS / 3 UNITS

This course is a study of secondary instructional practices with particular emphasis on strategies specific to the content area of each teacher. From a review of practices, we will construct a framework for decision making about instruction for individual differences and diversity. Practical suggestions for modifying and adapting curriculum, instruction and evaluation will be investigated. Seminar with content specialists will strengthen best practices for teaching and learning in San Diego City Schools.

EDUC 540 INTRODUCTION TO LANGUAGE AND LINGUISTIC ANALYSIS / 3 UNITS

Candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis. Candidates will also become acquainted with phonological, morphological, syntactic and sociolinguistic concepts affecting pedagogical methods and language learning as it applies in and out of the classroom settings in college/university, adult education, and language learning programs abroad.

EDUC 541 SECOND LANGUAGE ACQUISITION AND DEVELOPMENT / 3 UNITS

Candidates will learn theories, research and apply concepts on language learning and practice to facilitate the development of a second language in a variety of educational settings. Individual, socio-cultural, political and pedagogical factors affecting the acquisition of language will be examined. Fifteen hours of field experience required.

EDUC 542 PSYCHOLOGICAL FOUNDATIONS AND TEACHING MODELS IN BILINGUAL CLASSROOMS / 3 UNITS

The course examines the theory and practice of sociocultural and psychological aspects of education for children from Spanish-speaking backgrounds. Among the topics covered are history, politics, legal issues, bilingual program models, Latinos in the United States, parent involvement and the development of biliteracy. Includes eight hours of field experience in bilingual classrooms. Taught entirely in Spanish, this course is required for the BCLAD authorization.

EDUC 543 METHODS FOR TEACHING LITERACY IN ESL / 6 UNITS

This course is designed to provide candidates with the theory and practice of pedagogy in ESL, including assessment, curricular approaches, strategies, and activities in different educational contexts. Candidates will have opportunities to develop effective lesson plans to address

the needs of students at different language proficiency levels for listening, speaking, reading and writing (including grammar) of adult ESL learners. Field Experience: 40 hours (of community service learning) tutoring one-on-one, teaching small groups and teaching whole group in English as a second language literacy programs.

EDUC 544 TECHNOLOGY IN TESOL / 3 UNITS

This course is designed to expose candidates to pedagogical approaches to language learning and teaching using technology. Students will understand how to use different tools to enhance learning environments where students and teachers explore, create and communicate using technology to develop language proficiency in oral, reading and writing in ESL.

EDUC 545 LANGUAGE POLITICS, POLICIES, AND EDUCATION / 3 UNITS

This course is designed to help students analyze the complexity of language politics and policies from global, national, and local perspectives as they relate to K-16 education. Educators must understand the links between language, power and social justice. In this course, students will examine and begin to consider the roles of schools and responsibilities of educators to create language education approaches and policies that are democratic in nature, specifically with respect to English learners in the United States.

EDUC 546 TEACHING ENGLISH AS A FOREIGN LANGUAGE / 3 UNITS

This course examines pedagogical, organizational and socio-cultural issues that teachers may encounter when teaching in countries other than the United States. Candidates will identify alternative pedagogical and attitudinal strategies to effectively function in educational settings that vary in terms of organizational structures, type of programs, curriculum content, materials and resources available, space limitations, size of classes, type of students and educational needs of their pupils.

EDUC 547 DEVELOPMENT AND EVALUATION OF TESOL PROGRAMS / 3 UNITS

Candidates will learn theories, research, and apply concepts for assessing the different components of programs for ESL learners in a variety of educational settings. Candidates will acquire the knowledge, skills, and dispositions for developing effective ESL curriculum and programs in college and adult education in North America and language learning programs abroad. The course also reviews the theory and application of assessment of ESL students for placement and instructional purposes.

EDUC 548 SPECIAL TOPICS IN ESL / 3 UNITS

This course addresses a variety of topics that are relevant to teaching English as a second or foreign language. The goal is to increase the candidates' knowledge, skills and dispositions in an area that is currently regarded as important to prepare effective educators/leaders in the field.

EDUC 549F TESOL CAPSTONE SEMINAR / 3 UNITS

In this field experience students have the opportunity to bring theory into practice and demonstrate they have acquired the knowledge, skills and dispositions to develop and implement effective instruction for ESL literacy development in real contexts that fit their interest. The seminar is designed to support the candidates' field experience where methodology, cultural, linguistic, behavioral and organizational issues among other topics are addressed. Culminating Field Experience: 50 hours.

EDUC 550 DISTANCE EDUCATION / 3 UNITS

One of the most significant developments in education in the past century has been the expansion of distance education. This course will familiarize students with the historic and conceptual foundations of distance education and will provide students with opportunities to examine theories and applications of distance education in educational and training settings. The course will introduce participants to key concepts and principles that drive the design of effective distance learning and students will experience participating in online instructional events. A variety of distance teaching technologies will be utilized to demonstrate the possibilities and implications of their use for distance instruction. The course will incorporate both synchronous and asynchronous technologies for the delivery of course content, presentations and class activities. Students will explore tools for online collaboration including blogs, wikis, e-portfolios, Web pages and open source content management systems. Topics covered include communications, technology, delivery systems, instructional development for distance education and program quality assessment.

EDUC 551 SINGLE SUBJECT STUDENT TEACHING / 2 UNITS

During the first student teaching semester, members of the Masters Credential Cohort will spend a minimum of two periods observing in a secondary classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

EDUC 552 SINGLE SUBJECT STUDENT TEACHING / 6 UNITS

During the second student teaching semester, members of the Masters Credential Cohort will spend a minimum of three periods working in a secondary classroom with the guidance of a cooperating teacher. During two of

those periods, the candidate will be expected to begin the semester teaching the class and to gradually take responsibility for planning instruction.

EDUC 553 CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION / 3 UNITS

The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 554 CHARACTER-BASED DISCIPLINE / 3 UNITS

This course will enhance candidates' knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary policies and practices based on the school's core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."

EDUC 555 LEADERSHIP IN CHARACTER EDUCATION / 2 UNITS (SUMMER SESSION)

The main purpose of this course (academy) is two-fold: to offer candidates the opportunity to interact with leaders in character education; and to examine the leadership roles of teachers, administrators, counselors and others in implementing, maintaining and evaluating character education at the school-site and in school districts.

EDUC 556 INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION / 3 UNITS

This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

EDUC 560 TECHNOLOGY FOR SCHOOL LEADERS / 1 UNIT

This course develops candidates' technology skills and knowledge relevant to school leadership. Candidates will learn to communicate effectively using technology and to use technology to support their professional practice as leaders of teaching and learning.

EDUC 561 STRUCTURED MENTORING I / 1 UNIT

This course supports the work of the candidate in partnership with a mentor who provides coaching and support. In this structured work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, identify target areas at their site needing growth and support, discuss operational issues and use hard and soft data to develop strategic plans for improving student achievement.

EDUC 562 STRUCTURED MENTORING II / 1 UNIT

This course supports the work of the candidate in partnership with a mentor who provides coaching and support. In this structured work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisite: EDUC 561.

EDUC 563 STRUCTURED MENTORING III / 1 UNIT

This course supports the work of the candidate in partnership with a mentor who provides coaching and support. In this structured work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisites: EDUC 561 and EDUC 562.

EDUC 564 CROSS-CULTURAL COMMUNICATION / 3 UNITS

In an increasingly interconnected global society, learning to think differently about ourselves in a border context, making crossings and connections, reflecting on our own position and power and articulating a vision of social justice have become necessary civic skills. This course is intended to provide students with the skills to become educational border crossers who move beyond stereotyping and the tourist's gaze to deeply engage with culturally diverse populations.

EDUC 565 MENTORING AND SUPPORT/ADULT LEARNING I / 2 UNITS

This course focuses on providing consistent and strong support for school-site leaders leading schools to improve teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills and knowledge essential to school leaders. Rooted in adult-learning theory, the course links theory, research and practice in supporting teachers for instructional improvement.

EDUC 566 MENTORING AND SUPPORT/ADULT LEARNING II / 2 UNITS

This course focuses on providing consistent and strong support for school-site leaders leading schools to improve teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills, and knowledge essential to school leaders. Rooted in adult-learning theory, the course links theory, research and practice in supporting teachers for instructional improvement. Prerequisite: EDUC 565.

EDUC 567 STUDENT TEACHING SEMINAR / 2 UNITS

Students in the Masters Credential Cohort share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

EDUC 570 CONTEMPORARY ISSUES, TRENDS, AND RESEARCH IN MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION / 3 UNITS

Emerging issues, trends and research in the teaching of mathematics, science and technology will be discussed and analyzed. Students will be required to form implications for practice as they synthesize information from the course.

EDUC 571 CURRICULUM DESIGN AND EVALUATION IN MATH/SCIENCE/TECHNOLOGY / 3 UNITS

Beginning with an overview of why teaching for and assessing understanding can be both challenging and critically important in math, science and technology education, this course will offer experience in designing and evaluating a curriculum unit based on the design elements of the backward design framework.

EDUC 572 THE PSYCHOLOGY OF MATHEMATICAL THINKING / 3 UNITS

Students will learn diverse psychological theories and research on mathematical thinking and discuss the educational implications from multiple perspectives.

EDUC 573 ADVANCED SEMINAR IN MATHEMATICAL CONTENT / 3 UNITS

The extent of teachers' knowledge of mathematical content is a prominent issue in educational reform. In this course students will establish a firm understanding of advanced mathematical concepts that will ground teaching in a solid base of subject-matter knowledge.

EDUC 574 PEDAGOGICAL PROCESSES FOR SCIENCE EDUCATORS / 3 UNITS

Students explore best practices in classroom for science-concept development, standards achievement, lab and field safety, assessment techniques and innovative pedagogies. Teaching and learning strategies are evaluated along with the selection, production and use of instructional materials.

EDUC 575P ELEMENTARY CURRICULUM METHODS FOR SPECIAL EDUCATORS / 3 UNITS

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts and physical education. In each major subject area candidates learn to use appropriate research-based instructional strategies and materials to plan and implement instruction that fosters student achievement of state-adopted academic content standards, and to interrelate ideas and information within and across the major subject areas. Emphasis is placed on insuring that all students meet the California state content area standards and federal No Child Left Behind mandates. Field Experience: 30 hours structured practicum required in an elementary setting. Single-subject candidates may substitute the appropriate course substitution for EDUC 375/575 if it meets required competencies covered in this course. A course substitution form must be on file for a substitution.

EDUC 576 ADVANCED SEMINAR IN SCIENCE CONTENT / 3 UNITS

In this course students will establish a firm understanding of advanced scientific concepts in biology, chemistry and physical science that will ground teaching in a solid base of subject matter knowledge.

EDUC 577 MASTERING NEW TECHNOLOGIES / 3 UNITS

A laboratory-based experience that will increase students' ability to make decisions in adopting technologies, troubleshooting, maintaining and sustaining technology in the

classroom. Students analyze and assess software, develop user surveys for design of long-term strategic technology plans and learn basic repair and technical assistance techniques.

EDUC 580 MASTER'S CAPSTONE SEMINAR / 3 UNITS

Candidates will design and implement an original research project and present findings in both a written format and an oral presentation.

EDUC 581C MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION / 3 UNITS

Philosophical, sociological and historical foundations of multicultural education will be examined. Community service learning is required.

EDUC 582 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY / 3 UNITS

This course focuses on the psychological and social development of children and adolescents. There is a practical focus on applying principles of development, learning theory and motivation to K-12 teaching. Eight hours of classroom observation are required.

EDUC 583P METHODS OF TEACHING READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOLS / 3 UNITS

This course is designed to support candidates in developing an orientation to language arts instruction in elementary education settings that is informed by current theory and research and is consistent with the California Reading/Language Arts framework. Through course readings, class lectures, analyses of cases, discussions, a 50-hour, field-based practicum and the construction of their own case study of a developing reader, candidates develop understanding of a repertoire of approaches which constitute a balanced approach to language arts instruction. Specifically, the course is designed to support candidates in understanding four broad domains of literacy instruction: (1) the phonological, sociolinguistic, and socially mediated aspects of literacy development, / 2 units planning, organizing, and implementing literacy instruction that is informed by ongoing assessment and meets the needs of diverse learners, / 3 units supporting learners acquisition of comprehension strategies and skills and (4) supporting learners' development of oral and written language skills.

EDUC 584C METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT / 3 UNITS

Explores different theories of second language acquisition and strategies for the development of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English

language learners, and strategies for literacy development in a second language and for specially designed academic instruction in English, including the adaptation of curriculum and instruction. Service learning is required.

EDUC 585P ELEMENTARY CURRICULUM METHODS / 6 UNITS

An interdisciplinary examination of effective teaching strategies for and research related to teaching mathematics, science, social sciences and visual and performing arts. Students will review appropriate curriculum materials including the California Frameworks. A 50-hour practicum is required.

EDUC 586 TEACHER LEADERS IN MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION I / 1 UNIT

This seminar provides an introduction and overview of the roles, responsibilities, and challenges that practicing teachers may encounter as leaders in their schools. The emphasis is directed to issues of technique rather than policy (i.e., technical concerns about "how" change is implemented rather than "why" change is needed).

EDUC 587 TEACHER LEADERS IN MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION II / 1 UNIT

In this seminar, candidates examine leadership transformational strategies such as persuasion, idealism, and intellectual excitement, motivating through values, symbols, and shared vision. Candidates design and implement a plan to positively influence the professional processes of teaching and learning at their sites. Candidates also explore technology's capacity to inform and support instructional leadership. Prerequisite EDUC 586

EDUC 588 TEACHER LEADERS IN MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION III / 1 UNIT

In this seminar, candidates assess their own leadership style and evaluate school and student successes from the leadership plan implemented in EDUC 587. Prerequisite EDUC 586, EDUC 587

EDUC 590P STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL / 9 UNITS

Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one university semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential coursework. For other requirements please consult the director of field experience. Fee: \$200.

EDUC 590S STUDENT TEACHING SEMINAR FOR THE MULTIPLE SUBJECT CREDENTIAL / 3 UNITS

Students are required to take this 3-unit seminar concurrent with EDUC 590P— Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 591P STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL / 9 UNITS

Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential coursework. For other requirements please consult the director of field experience. Fee: \$200.

EDUC 591S STUDENT TEACHING SEMINAR FOR THE SINGLE-SUBJECT SUBJECT CREDENTIAL / 3 UNITS

Students are required to take this 3-unit seminar concurrent with EDUC 591P – Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 592 ASSESSMENT OF INSTRUCTIONAL COMPETENCIES / 8 UNITS

Designed for the full-time, non-credentialed teacher. Individual arrangements are made with the program director. Prerequisites: Admission to the program and completion of all professional preparation courses except student teaching.

EDUC 593 ASSESSMENT OF BILINGUAL CROSS-CULTURAL COMPETENCIES / 8 UNITS

An inservice assessment of the bilingual/cross-cultural competencies usually acquired and/or demonstrated in coursework and student teaching in the bilingual/cross-cultural credential program; deficiencies are identified and remediation prescribed. Prerequisite: Permission of the program advisor and the program director.

EDUC 595 THESIS SUPERVISION / 1-6 UNITS

Students should refer to page 49 and meet with their advisor to discuss the details of this requirement.

EDUC 598P PRACTICUM IN CHARACTER EDUCATION / 1-2 UNITS

Practicum opportunities for candidates to work in schools and/or communities taking leadership roles in character education. Possibilities include teaching units, leading staff development, implementing school-wide plans, or participating in community projects.

EDUC 599 INDEPENDENT STUDY /1-3 UNITS

Independent study usually involving a research paper or project. Requires approval from department chair.

Montessori Program

EDTE 500 FOUNDATIONS OF THE MONTESSORI SYSTEM OF EDUCATION (PHILOSOPHY AND METHOD) / 3 UNITS

This course is designed to provide students with the insight of the underlying theories guiding Montessori Education, which will allow them to work with children and their families from birth to six years. Focus will be on understanding child psychology and child development from a Montessori perspective and new research. There will be an emphasis on early childhood education as candidates learn to understand the physical and psychological characteristics of the developing child, the importance of education from birth, how to establish collaborative parent-professional relationships, and development of programs in accordance with the theories of Maria Montessori and the principles of the Montessori Method. Particular emphasis is given to children from birth to six years old.

EDTE 501 CHILD NEUROPSYCHIATRY / 2 UNITS

This course is an analysis of the development of the personality, with emphasis on attachment and separation, individuation, developmental crisis, and constitutional types together with brain development, in accordance with new research and the philosophy of the Montessori Method. Particular emphasis is given to children from birth to six years old.

EDTE 502 EARLY CHILDHOOD EDUCATION / 2 UNITS

This course is a comparative study of the development of the young child described by Maria Montessori, other educational philosophers at the turn of the century and of the present. It examines the child's growth in relation to the family and community. Particular emphasis is given to the development of the child from birth to six, following Maria Montessori's principles of education on cognitive, behavioral, and physical development in relation to the

child's environment; and how these principles compare to other educators. This course offers a review of Montessori's principles with modern educational thought and practice, as well as new theories and research that support her original work; the study of the different approaches regarding the adult's role in educating the young child, and the relationship that exists between the adult and child.

EDTE 503 ANATOMY, PHYSIOLOGY, HYGIENE, OBSTETRICS, AND NUTRITION / 2 UNITS

This course will provide the student with the knowledge and understanding of basic principles in Anatomy, Physiology, Hygiene, Obstetrics, and Nutrition in the development of the child from birth to six years. Focus will be on understanding how the body works, healthy and safe hygiene, basic facts of human reproduction, conception, pregnancy and postnatal development and nutrition which are vital for the child's development, in relation to the home and community environments from birth to three years. Emphasis will be on Montessori's principles for the healthy development of the child.

EDTE 504 CREATING HEALTHY, SAFE ENVIRONMENTS FOR INFANTS AND TODDLERS / 2 UNITS

This course provides the student with the skills and application for designing a prepared environment for the child at home and in the infant and toddler communities. There is a focus on planning the environment, organizing the areas for sleeping, eating, working, and hygiene to foster a healthy and safe learning environment. There will be a strong emphasis on interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course.

EDTE 505 HUMAN RELATIONS AND SELF AWARENESS AMONG YOUNG CHILDREN / 2 UNITS

This course will show the student the group of exercises known in Montessori education as: the "Practical Life Exercises" and their function in the development of the child. Focus will be on understanding how interest, attention, concentration, and independence are fostered by these exercises which are vital for the child's development, in relation to the environment in which he works and the society in which he lives. Emphasis will be on Montessori's technique for introducing a child to activities that will foster concentration, a cornerstone of development and a precursor for later exercises and activities that invite the child to practice social etiquette.

EDTE 506 FIELD EXPERIENCE (OBSERVATION AND TEACHING PRACTICE) / 2 UNITS

This course will enable the students to witness the different stages of child development in action by observing newborns, mother and child relationships, home environment, community environment, preschool teachers, and child care providers in a classroom setting. By observing the child from birth to three years, the student will understand the needs of the child and respond to them appropriately; by observing qualified Montessori teachers working with a group of children from 3 to 6 years, the student will see the manner in which developmental needs of the child are met by the Montessori environment. Students will experience observation as a tool for helping parents and for future teaching.

EDTE 507 PERCEPTUAL-MOTOR DEVELOPMENT / 2 UNITS

This course will demonstrate developmental visual, tactile and auditory aids for children from birth to 5 months; for 5 to 12 months and from 12 to 36 months. For the age of 3 to 6 years, the course will show the student the group of exercises known in Montessori education as: the Exercises for the Education of the Senses; which are designed in a manner that the child is able to classify his/her sensory impressions. Focus will be on the child's ability to explore the world intelligently and imaginatively through the use of the senses from birth to six years.

EDTE 508 TEACHING STRATEGIES AND SOCIAL DEVELOPMENT (PARENT EDUCATION AND FAMILY DEVELOPMENT) / 2 UNITS

This course researches teacher-student interaction which facilitate growth of functional independence and individual exploration, as well as interactions that would hinder individual and social development. There is a focus on planning techniques, general classroom management, favorable learning environments, and interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course.

EDTE 509 CREATIVE ACTIVITIES (MUSIC, ART, MOVEMENT, DRAMA) / 2 UNITS

This course provides the knowledge and activities that supports the child's absorption and later creativity in reference to art, music, movement, and drama. The students will learn the importance of music for the development of the brain, the importance of movement for the young child in expressing his inner self, and the connection between body, mind, and spirit. Students will research, design, and demonstrate appropriate materials and activities in each of

these areas for children from birth to six years. They will learn how to make creative activities a part of the everyday life of the group in the infant community and the preschool environments.

EDTE 510 LANGUAGE ARTS/READING CURRICULUM AND INSTRUCTION / 3 UNITS

This course will provide students the appropriate skills required to support and enrich a child during their formative years of language acquisition. Students will gain a deeper understanding of the Montessori theory and philosophy by which the materials and exercises were created. Emphasis is on spoken and written language, which includes self-expression, vocabulary, story-telling, composition, literature, geography, and cultural diversity of people and places. It will also cover the functional aspect of grammar, syntax, and reading comprehension.

EDTE 511 MATHEMATICS AND SCIENCE CURRICULUM AND INSTRUCTION / 3 UNITS

This course will enable students to comprehend the philosophy of basic mathematic principles and the ideology by which the Montessori materials were designed. It will focus on the exercises of mathematics and science that give sensorial foundations for counting, arithmetic, geometry, algebra, and fractions. It will also demonstrate the sensorial experiences for biological and physical science materials appropriate for young children. The course will bring into light the concept of “the mathematical mind” as Montessori described it and its spontaneous development in human beings, based on her observations in the child from ages 2 ½ to 6 years.

Special Education Program

EDSP 549 SPECIAL TOPICS IN SPECIAL EDUCATION / 1-3 UNITS

This course addresses a specific topic related to special education. The course is designed to present candidates with knowledge, content and skills in a topic area of immediate, cutting edge, relevance to the field.

EDSP 550 EARLY INTERVENTION WITH INFANTS AND CHILDREN WHO ARE DEAF OR HARD OF HEARING – BIRTH TO THREE YEARS OLD AND THEIR PARENTS / 3 UNITS

This course provides theory and practical application in early intervention for teachers of children who are deaf or hard of hearing, birth to three years old. Family-centered early intervention for children who have been diagnosed with a hearing loss requires an understanding of typical and atypical infant development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations and skills to help families from diverse backgrounds. Students will demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family. They will become knowledgeable about current theory, practices and legal requirements to support families with infants and toddlers who are deaf and hard of hearing. This course also prepares students to participate in practicum activities in future coursework.

EDSP 550F EARLY INTERVENTION FIELDWORK WITH INFANTS AND TODDLERS WHO ARE DEAF AND HARD OF HEARING AND THEIR PARENTS / 3 UNITS

This course serves as the fieldwork component to ESDP 550 Early Intervention with Infants and Children who are Deaf and Hard of Hearing: Birth to Three and Their Parents, which is a prerequisite to this course.

Following up on the theoretical discussions and observations of the first course, students will gain hands-on experience assessing and teaching in both center-based and one-to-one settings with parents and infants and toddlers from diverse backgrounds. Students will integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their infants and toddlers.

Children with multiple challenges, with different levels of hearing loss, and children who are using a variety of communication modes are included in the caseload of families who will participate in this experience.

Opportunities to work alongside and collaborate with experienced parent-infant teachers of the deaf, audiologists, psychologists and child development specialists are provided.

Students will meet regularly as a group and individually with the instructor for follow-up and evaluation of their experiences.

EDSP 551 AUDIOLOGY: DIAGNOSTICS IN INFANTS AND CHILDREN WHO ARE DEAF OR HARD OF HEARING / 2 UNITS

This course will focus on development of an understanding of audiology as it relates to the child with a hearing loss. An introduction of anatomy and physiology will be followed by information on behavioral hearing testing of infants and young children and interpretation of audiograms. The fundamentals of objective tests such as Tympanometry, Otoacoustic Emissions and Auditory Brainstem Testing will also be presented.

EDSP 552 FOUNDATIONS OF SPEECH FOR INDIVIDUALS WHO ARE DEAF AND HARD OF HEARING / 1 UNIT

This course provides a foundation in the theory of the acoustic basis for speech perception. The student will be able to 1) label the major anatomical structures responsible for speech production, 2) determine what speech sounds are accessible by evaluating an audiogram using knowledge of speech acoustics, 3) categorize phonemes and 4) transcribe speech using IPA.

EDSP 553 EDUCATING INFANTS, CHILDREN AND YOUTH WHO ARE DEAF AND HARD OF HEARING: MULTIPLE PERSPECTIVES / 3 UNITS

This course provides an introduction to the education for children and youth with a hearing loss, ages birth to 21. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include history of deaf education, current research and trends, issues in deaf education, professional resources and their application to today's child who is deaf or hard of hearing.

EDSP 554 LANGUAGE DEVELOPMENT WITH INFANTS AND CHILDREN WHO ARE DEAF AND HARD OF HEARING / 3 UNITS

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years. The more the hearing professional understands about how language develops in children with and without challenges, the more informed their judgments about language programming for children with hearing loss will be.

This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition has changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language in typical children, b) the descriptive data that outlines language processes and growth in very young children and c) how young children who are deaf or hard of hearing can acquire language in a developmental manner.

EDSP 555 CURRICULUM STRATEGIES IN EARLY CHILDHOOD SETTINGS FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING: THEORY AND PRACTICE / 4 UNITS

This course is designed to develop an understanding of educational theories as a basis for creating learning environments that best meet the needs of preschool children, 3 to 5 years of age. Students will also develop an understanding of the service delivery process and placement for preschool children with hearing loss.

EDSP 556 WORKING WITH FAMILIES OF INFANTS AND CHILDREN WHO ARE DEAF AND HARD OF HEARING / 2 UNITS

This course is designed to increase special education majors' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. This course will include readings, class discussions, lectures, demonstrations, role plays, an ethnographic case study of a selected family; observation in parent support groups; parent guest speakers; parent mentors; students' written reflections about families' experiences; an understanding of the role of the teacher in perceiving and understanding these issues, working collaboratively with families and issues relating to diversity.

EDSP 557 AUDITORY-VERBAL PRINCIPLES OF TEACHING SPEECH AND AUDITORY SKILLS TO INDIVIDUALS WHO ARE DEAF AND HARD OF HEARING / 3 UNITS

This course provides an introduction to theory and methods in developing and remediating speech and auditory skills in individuals with hearing loss, from birth to age 21. The student will be able to assess and teach speech production and speech perception, through knowledge of the acoustic basis for speech. Daniel Ling, Ph.D., created auditory-verbal methods of teaching speech, which form the basis for the theoretical concepts and practical speech teaching strategies used in the course.

EDSP 559 CURRICULUM STRATEGIES IN ACADEMIC SETTINGS FOR CHILDREN AND YOUTH WHO ARE DEAF OR HARD OF HEARING: THEORY AND PRACTICE / 3 UNITS

This course is designed to build on students' knowledge of curriculum theories and strategies in the general education setting and apply them to children and youth, from diverse cultural and linguistic backgrounds, who have hearing losses. Whether children are included in a general education setting for all of their academic instruction or in more restrictive educational environments, teachers of the deaf and hard of hearing need to be well versed in the challenges associated with all areas related to the K-12 curriculum and classroom instruction for this population. This course addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve content knowledge in all areas of the curriculum, including language arts, mathematics, social studies and science. The course will focus on supporting parents, general education teachers, paraprofessionals and other team members on how to use community resources and technology to promote the development of children's learning and thinking.

EDSP 560 LANGUAGE, LITERACY AND INSTRUCTION FOR SCHOOL-AGE CHILDREN AND YOUTH WHO ARE DEAF AND HARD OF HEARING / 3 UNITS

This course is an extension of EDSP 554 Language Development for Infants and Children who are Deaf and Hard of Hearing. We will examine and apply language development principles to school-age children with an emphasis on children whose hearing loss is late identified, or who are delayed in the development of a language system. Issues related to cultural differences, assessment and planning as part of the IEP process, language acquisition in both special-day classroom and individual-therapy settings, transition into the mainstream and general education curriculum, outcomes related to sign language, cued speech, and the role of families will be discussed. We will explore how all this information can be applied in settings where a variety of communication modes are employed. In exploring the options available, we will try to develop general principles that can guide professionals when working with a school-age child (K-12) with a hearing loss.

EDSP 568 AUDIOLOGY: AMPLIFICATION IN INFANTS AND CHILDREN WHO ARE DEAF AND HARD OF HEARING / 2 UNITS

This course will focus on development of an understanding of amplification as it relates to the child with a hearing loss. Participants will become familiar with the fitting, use and care of hearing aids, cochlear implants and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems will also be discussed.

Prerequisite: EDSP 551 Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing.

EDSP 570 ASSESSMENT IN SPECIAL EDUCATION / 3 UNITS

General survey of standardized and informal assessment related to identification, placement, planning and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Case studies and review of standardization in regard to public law, nondiscriminatory practices and district multidisciplinary teams provide a framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests, construct, administer and evaluate informal assessments.

EDSP 571 MANAGEMENT OF BEHAVIOR AND INSTRUCTION IN SPECIAL EDUCATION / 3 UNITS

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate and severe handicaps are receiving instructional services. Collaborative project focuses on functional analysis and positive behavior intervention planning.

EDSP 572 TYPICAL AND ATYPICAL LANGUAGE DEVELOPMENT / 3 UNITS

This is a survey course that explores normal and abnormal development of communication skills (hearing, speech and language) from birth to adulthood. The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences and loss. English as a second language, language handicapped, special education categories and development lags are highlighted in the course. Focus on augmented language devices and technology resources as part of the course assignments.

EDSP 573 FAMILY SYSTEMS AND COMMUNITY/ CULTURAL RESOURCES IN SPECIAL EDUCATION / 3 UNITS

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and

problem-solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a very strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy and development of cooperative intervention programs.

EDSP 574 CHARACTERISTICS AND NEEDS OF INDIVIDUALS WITH MILD/MODERATE EXCEPTIONALITY / 3 UNITS

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for birth through adulthood instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives. An action research component focuses on the role technology can play in facilitating inclusive participation in the home, school and community.

EDSP 575 CURRICULUM AND INSTRUCTION FOR INDIVIDUALS WITH MILD/MODERATE EXCEPTIONALITY / 3 UNITS

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state content area standards. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 576 TYPICAL, ATYPICAL AND MEDICAL DEVELOPMENT / 3 UNITS

This course provides an overview of typical and atypical human growth and development. The content includes discussion of potential "at-risk" factors that result from prenatal and per-natal medical and health problems. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning and handling.

EDSP 577 EARLY INTERVENTION CURRICULUM AND METHODS / 3 UNITS

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. Includes a review of philosophies of early intervention, curricula resources and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques, and to think critically about how relationships, environments and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 578 CURRICULUM AND INSTRUCTION MODERATE/ SEVERE / 3 UNITS

This course looks at curriculum, behavior, communication skills and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 589 HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION / 3 UNITS

This course is focused on two critical areas relative to teaching school-age populations in contemporary schools. Emphasis is placed on creating supportive, healthy environments for student learning and teaching special populations in general education. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well-being are addressed as well as the effects of student health and safety on learning. There is a focus on family involvement and community-based resources. Characteristics and service delivery alternatives for individuals with disabilities from birth through adulthood are also a focus of this course. Policy, legislation and litigation pertaining to disabled children and youth are emphasized. There is a primary focus on how educational, behavioral, social ecological, transitional and vocational needs of exceptional students can be met in general education settings. Strategies for

adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 590P PRACTICUM MILD/MODERATE / TOTAL 6 UNITS*

Supervised field-based teaching in settings serving individuals with mild to moderate disabilities. Candidate demonstrates level of understanding related to knowledge, skills and dispositions required of an education specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program advisor and/or the field placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 591P PRACTICUM EARLY CHILDHOOD / TOTAL 6 UNITS*

Candidate participates in a supervised Early Start and district special education preschool program. Increasing responsibility as an early interventionist or teacher is expected. Experiences include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will

also need to participate in at least one program that is considered to be a natural environment. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, intervention, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program advisor and/or the field placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 592P PRACTICUM MODERATE/SEVERE / TOTAL 6 UNITS*

Supervised field-based teaching in settings serving individuals with moderate to severe disabilities. Candidate demonstrates level of understanding related to knowledge, skills and dispositions required of an Education Specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course.

Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program advisor and/or the Field Placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 593F FIELD-BASED INDUCTION PLAN / 1 UNIT

This course is required of all Level II Professional Education Specialist candidates. Within 120 days of signing a district contract under a Level I Education Specialist credential a candidate must enroll in a university program of study and develop his or her professional Individual Induction Plan. This course provides the vehicle for development and monitoring of the IIP and serves to focus a candidate's program of study through the completion of the Level II Education Specialist credential.

EDSP 593P PRACTICUM IN AUDITORY-VERBAL THERAPY / 4 UNITS

This is an advanced course in auditory-verbal therapy, building on the theory and practice from the prerequisite course, EDSP 557 Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals Who Are Deaf and Hard of Hearing. The goal of the course is to allow students to practice an auditory-verbal diagnostic teaching model. Students will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills to school-age individuals. From the assessments, students will choose targets in each area, write lesson plans, choose appropriate materials and integrate goals in each area into a content-based theme, using literature as a core. Parent skills will also be assessed to plan for parent participation, guidance and education in the lab.

EDSP 594 ADVANCED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS / 3 UNITS

This advanced seminar for Advanced Level II Professional Education Specialist focuses on theoretical approaches to effective intervention with children and youth who exhibit significant emotional and behavioral control needs. Topics include applied behavior analysis, techniques to facilitate positive behavioral support, medical interventions, behavior crisis management, behavior measurement, data-based decision-making, instructional modifications and collaboration with families and mental health professionals.

EDSP 594F FIELD-BASED ADVANCED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS / 1 UNIT

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a comprehensive behavior support plan that is based on research-based procedures and strategies. The skills developed and demonstrated in the project are based on functional assessment of an individual with challenging behaviors including the following components: S-R-C data, expanded S-R-C, quality of life analysis, functional analysis, (including communicative functions), hypothesis development, hypothesis testing data, identification of alternative behaviors, behavioral instruction plan and implementation data.

EDSP 594P PRACTICUM IN EARLY CHILDHOOD FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING / 1 UNIT

This course is the practicum companion for Curriculum Strategies in Early Childhood Settings for Children who are Deaf and Hard of Hearing: Theory and Practice.

This practicum is designed to develop the candidate's standard-based knowledge, skills, and disposition regarding educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age. Candidates will be responsible for creating and implementing early childhood curricula in the practicum setting. Candidates will also meet for seminar classes associated with the practicum.

The focus of the practicum experience is on curriculum, and instructional planning and delivery that addresses the individual needs of students who are deaf and hard of hearing in early childhood settings. Theory, practice and research are integrated into activities designed to provide education specialists with multiple strategies for working with students, parents, paraeducators and ancillary professionals in early childhood settings. This course stresses the implementation of individual educational plans (IEPs).

A seminar class is required as part of the practicum experience, to help the candidate prepare lesson plans, activities and implementation of the practicum.

EDSP 595 LEADERSHIP AND MANAGEMENT SKILLS / 3 UNITS

This advanced seminar for Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities assists candidates in developing program philosophies and plans that reflect a family-centered approach to early intervention services, developmentally appropriate practices, transdisciplinary team-building and community collaboration. Focus will be on supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring and evaluation. Candidates will be expected to be involved in supervising, evaluating and providing staff training, to work effectively with paraprofessionals and collaborate with the community.

EDSP 595F FIELD-BASED LEADERSHIP AND MANAGEMENT SKILLS / 1 UNIT

This is an action research field-based experience course. Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities work with a Special Education faculty member to conduct assessment and prepare an action plan related to supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring and evaluation.

EDSP 595P PRACTICUM IN ELEMENTARY SCHOOL TEACHING FOR DEAF AND HARD OF HEARING / 4 UNITS

This course is a practicum experience in teaching children who are deaf and hard of hearing in elementary school settings. The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards. Theory, practice and research are integrated into activities designed to provide D/HH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans. The course also includes seminar classes related to the practicum experience.

EDSP 596 ASSESSMENT FOR CURRICULUM DECISIONS / 3 UNITS

This advanced seminar for Advanced Level II Professional Education Specialist focus on investigating research evidence strategies that enhance the performance outcomes of students with mild to moderate disabilities. Discussion, readings and research are designed to expand the knowledge and skill base of advanced level candidates related to assessment and curriculum planning. The diversity of cultural, linguistic and intrapersonal variance amongst students with special needs investigated helps candidates in their own teaching and support of other special and general educators. Consideration will be given to complex cases from mild/moderate classrooms that require unique approaches to assessment and curricular modification. Assignments and course content will facilitate each candidate's effort to meet the goals set forth in his or her professional Individual Induction Plan.

EDSP 596F FIELD-BASED ASSESSMENT FOR CURRICULUM DECISIONS / 1 UNIT

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a comprehensive model for assessment for curriculum decisions related to the California Content Standards. Research evidenced focuses on content enhancement and effective instruction best practices. The culminating project integrates the research concepts into a comprehensive course, unit and lesson project that uses formative assessment from P-12 setting to design and implement an instruction model that meets the mandates of the No Child Left Behind legislation.

EDSP 597F FIELD-BASED RESEARCH IN SPECIAL EDUCATION / 1 UNIT

This seminar and its accompanying field component involves the study of the major types of educationally related research from the perspective of a consumer of research for application to one's professional setting. This seminar involves an interactive approach to reading, analyzing and planning research design applicable to special areas of interest to the student. Topics include a survey of current and emerging theories research related to education of children or youth with disabilities, methods of data collection, treatment, critical analysis of reported research, guidelines for preparation of research projects, ethical issues and protection of human subjects criteria.

EDSP 598 EDUCATION SPECIALIST ROLES AND RESPONSIBILITIES / 3 UNITS

This advanced seminar for Advanced Level II Professional Education Specialist focus on the roles and responsibilities of the Education Specialist as a consultant, coordinator, team builder, manager, in-service provider and parent educator. Focus will be on the development of effective communication skills and techniques for collaborative decision making, conflict resolution and problem solving. Candidates investigate staff development in terms of assessment, design and delivery of information to adult learners.

EDSP 599 INDEPENDENT STUDY / 1-3 UNITS

Independent study usually involving a research paper or project. Requires approval from program director.

Marital And Family Therapy Program

MFTS 500 RESEARCH IN FAMILY THERAPY / 3 UNITS

The course teaches students to be effective consumers of research so that they can use the research literature to enhance their clinical knowledge. The course introduces students to research concepts, quantitative and qualitative research designs, statistics and other issues common to family therapy research. Findings from the family therapy research literature are examined.

MFTS 523 FAMILY THERAPY THEORIES I / 3 UNITS

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories I covers Structural Family Therapy, Strategic Family Therapy, Solution-Focused Therapy, Narrative Therapy, Internal Family Systems Therapy and integrative models.

MFTS 524 FAMILY THERAPY THEORIES II / 3 UNITS

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers Cognitive-Behavioral Family Therapy, Bowen Family Systems Therapy, Contextual Family Therapy, and a variety of experiential family therapies, including Symbolic-Experiential Therapy, Emotionally-focused Therapy and the work of Virginia Satir.

MFTS 528 PSYCHOPATHOLOGY / 3 UNITS

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing

skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis.

MFTS 529 ETHICAL AND LEGAL ISSUES IN FAMILY THERAPY / 2 UNITS

An examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California. Among the topics covered are: confidentiality; psychotherapist-patient privilege, child, elder, and dependent adult abuse, reporting laws, treating dangerous patients, treating minors with and without parental consent, dual relationship issues, selected areas of family law, licensing law and regulations, scope of practice issues, and ethical standards of the MFT profession.

MFTS 532 HUMAN DIVERSITY / 3 UNITS

Issues related to various ethnic and cultural backgrounds are examined, including the influence of minority characteristics, racism and discrimination in the therapeutic process. Emphasis is placed on the interplay between social issues and the therapeutic process.

MFTS 533 FAMILY STUDIES / 3 UNITS

This course uses a systemic framework to examine various topics central to families and their development across the lifespan. The course examines a wide range of topics important to understanding family functioning such as: the family life cycle, family stress theory, family violence, mate selection, divorce, diversity in family types, cross-cultural comparisons of families, religion and families, children and families and socioeconomic factors. The course emphasizes the clinical application of the concepts.

MFTS 541 ASSESSMENT AND TREATMENT OF CHILD/ FAMILY PROBLEMS / 3 UNITS

The study of the major methods used to assess and treat child and adolescent problems from an integrated systemic-developmental perspective. The treatment of both normative and non-normative developmental problems in children and adolescents is emphasized.

MFTS 542 PSYCHOLOGICAL TESTING AND EVALUATION / 2 UNITS

The course introduces students to psychological tests that are commonly used to evaluate individual functioning in a number of domains such as cognitive, social, academic and occupational functioning. Students also learn when to make a referral for psychological testing and how to interpret the results from a psychological evaluation. Prerequisite: MFTS 500 or its equivalent.

MFTS 543 DEVELOPMENTAL PSYCHOPATHOLOGY / 3 UNITS

This course presents key concepts and theories in child and adolescent development. The course addresses both normative development and developmental psychopathology. Developmental concepts are discussed in relationship to the family context and how these concepts can inform clinical work with children and families. Prerequisite: An undergraduate course in human development.

MFTS 544 PSYCHOPHARMACOLOGY / 2 UNITS

An introduction to medication and its use in treating mental disorders. Students learn how medications function in managing mental disorders and the positive and negative effects of these medications on human functioning. A psychoeducational perspective is used to integrate the family systems perspective with biological considerations. Prerequisite: MFTS 528 or its equivalent.

MFTS 545 FAMILIES, SYSTEMS, AND HEALTH / 1 UNIT

An introduction to the practice of family therapy within a medical setting. Physician-therapist relationship issues are addressed. Other topics covered include wellness and chronic illness, patient compliance, and family beliefs about illness.

MFTS 546 COUPLES AND SEX THERAPY / 3 UNITS

The study of the major methods used to assess and treat couple problems, with an emphasis on sexual issues and the treatment of sexual disorders. Both behavioral and non-behavioral methods and strategies are presented. Prerequisite: MFTS 524 or its equivalent.

MFTS 570 TREATMENT OF DRUG AND ALCOHOL PROBLEMS / 2 UNITS

A critical evaluation of the complex and sometimes contradictory information available in drug and alcohol abuse treatment. A biopsychosocial model of organization is presented along with both individual and family assessment, diagnosis and treatment techniques.

MFTS 595P PRACTICUM IN MFT 1 / 5 UNITS

In the didactic portion of the course, issues relevant to the beginning clinician are addressed including refinement of interviewing skills and the application of treatments to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 596P PRACTICUM IN MFT 2 / 1 UNIT

Issues relevant to the treatment process are covered including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 597P PRACTICUM IN MFT 3 / 5 UNITS

Issues relevant to the involvement of schools, protective services and other groups and agencies during the treatment process are covered. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 598P PRACTICUM EXTENSION / 1 UNIT

This course provides continuing group supervision for students who need to complete a substantial number of clinical hours after completing three semesters of Practicum.

Note for M.F.T. Program: In addition to the 51 units of courses, seven seminars in Continuing Education are required for the MFT program. EDUC X-571, X-572, X-574, X-577, and X-578 are required. Students select two additional courses from EDUC X-573, X-575, or X-576.

EDUC X-571 CHILD ABUSE / .5 EU

The course discusses the physical and behavioral indicators of child abuse in its various forms. Legal and ethical standards for reporting child abuse are reviewed.

EDUC X-572 GENDER ISSUES IN FAMILY THERAPY / 1 EU

Gender issues and their impact on societal norms and values, the development of problems and the process of therapeutic intervention are examined.

EDUC X-573 GROUP THERAPY IN FAMILY THERAPY / 1 EU

The ability to work with groups is increasingly becoming an essential skill for family therapists. This course will provide a survey of types of groups in clinical practice. Students will be exposed to a variety of group experiences to enrich their understanding of group structures and dynamics.

EDUC X-574 DOMESTIC VIOLENCE / 1 EU

This intensive seminar teaches students about various aspects of family violence, with particular emphasis on domestic violence. Assessment and treatment modalities for both short- and long-term consequences of abuse are surveyed.

EDUC X-575 SPECIAL TOPICS IN FAMILY THERAPY / 1 EU

The content of this seminar will rotate from year to year depending on student interest and the availability of respected presenters in the greater San Diego area.

EDUC X-576 SELF OF THE THERAPIST SEMINAR / 1 EU

This “experiential learning” seminar focuses on the student’s own family experiences and the impact of these experiences on the student’s work as a clinician.

EDUC X-577 PROFESSIONAL ISSUES IN FAMILY THERAPY / 1 EU

This seminar addresses contemporary issues that affect the profession of marriage and family therapy as well as issues that affect the professional lives of family therapy clinicians. Topics such as making and responding to referrals, interacting with other mental health professions, working in a managed care environment, résumé writing and job hunting skills are addressed.

EDUC X-578 SPIRITUAL ISSUES IN FAMILY THERAPY / 1 EU

Spiritual issues and their impact on the treatment of marital and family therapy problems are examined. The importance of individual and family spiritual development in its various forms is emphasized.

Professional Development Classes for Teachers

Courses listed in the EDU 500-599 series are graduate-level extension classes that can fulfill professional development and salary-hurdle requirements for K-12 teachers. Please Note: these classes are not applicable for degree or credential credit at USD. Teachers are advised to check with their host institution for degree acceptability.

Information regarding tuition and fees for extension classes is available from the Division of Continuing Education, (619) 260-4585.



Hahn School of Nursing and Health Science



Hahn School of Nursing
and Health Science
Muriel Marsh Hahn Pavilion

Hahn School of Nursing and Health Science

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The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment.

We educate graduate level nurses to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community and leadership at local and global levels.

We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

Overview

The Accelerated R.N. to M.S.N. program is designed for Associate Degree and diploma-prepared nurses who want to pursue the M.S.N. degree. The program of study leads to the awarding of both the B.S.N. and M.S.N. degrees and eligibility for certification as a public health nurse in the State of California. Students take graduate courses in nursing research, health care issues and policy, and health care systems analysis as part of the B.S.N. degree requirements. The master's portion of the program offers six track options: Clinical Nursing (Clinical Nurse Leader), Adult Clinical Nurse Specialist, Adult Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, and Executive Nurse Leader. Specialization options in gerontology, Latino health care, and integrative health care are available within the Nurse Practitioner tracks. All tracks share a common core of knowledge and each track is designed to prepare an advanced practitioner in the respective area. The purpose of the program is to provide leadership preparation that will enable the graduate to assume a significant role in nursing and health care delivery.

Characteristics of the Graduate

Upon completion of the accelerated R.N.-M.S.N. program, the graduate is prepared to meet the BSN and MSN outcome objectives as listed below:

BSN & Pre-Licensure Learning Outcomes

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences

and the humanities with nursing theory as a basis for professional nursing practice.

- Use current research findings in promoting the health and welfare of people.
- Apply clinically and culturally appropriate information technology to promote quality health care.
- Collaborate with consumers and colleagues in the delivery of health care services.
- Identify and influence factors that affect health care delivery.
- Assume responsibility and accountability for ethical and legal nursing practice.
- Assume and develop generalist nursing roles to meet the changing needs of clients (individuals, families, populations).
- Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery.
- Use the nursing process, in collaboration with clients and colleagues, to meet the health promotive, illness-preventive, restorative, rehabilitative, and end-of-life needs of individuals, families, and population groups; incorporating culturally sensitive primary, secondary, and tertiary interventions as needed.
- Integrate strategies for risk anticipation and risk assessment to design, implement, and evaluate safe medical and nursing care.

MSN Learning Outcomes

- Demonstrate advanced clinical expertise based on nursing and related disciplines.
- Provide leadership in integrating research into practice.
- Utilize research-based evidence as a foundation for practice.
- Apply information technology to enhance nursing education, practice, and research.
- Engage in multi-sectoral collaboration to improve health care delivery; assuming responsibility for the delegation and oversight of care delivery by other staff as deemed appropriate.
- Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
- Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.

- Assume and develop advanced clinical roles to meet societal needs in a rapidly changing national and global health care arena.
- Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and populations.
- Analyze emerging issues confronting nurses and society as a basis for enacting social change in ways that foster health.

Admission Requirements

1. Current licensure as a R.N. in California.
2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment.
3. Completion of the USD application for graduate admission, including payment of fees to Office of Graduate Admissions.
4. Three recommendations completed by persons who know the applicant professionally.
5. One year of professional nursing practice (for some M.S.N. tracks, two years of recent experience in direct patient care are required).
6. Physical examination within six months with evidence of specified immunizations and screening tests (which must be maintained throughout enrollment).
7. A GPA of at least 3.0 on a 4.0 scale.
8. The Graduate Record Examination (GRE) general test is recommended, but not required.
9. Basic computer literacy.
10. Completion of the Nursing prerequisites with a grade of C or better.

Academic Policies

1. The B.S.N. is awarded upon successful completion of a minimum of 124 semester units of study, which must include the core curriculum requirements, prerequisites to the Nursing major, upper-division nursing requirements, and certain M.S.N. courses. The final 30 units of B.S.N. coursework must be completed at USD.
2. The M.S.N. is awarded upon completion of all requirements for the chosen master's track, which are outlined in the Graduate Bulletin.
3. The student is responsible for maintaining communication with an appointed advisor for program planning to meet graduation requirements for both programs.

4. The student in the accelerated program is responsible for adhering to deadlines and requirements specified in both the Undergraduate Bulletin and the Graduate Bulletin.
5. Graduate students are expected to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students whose semester or cumulative GPA falls below 3.0 will be placed on academic probation.
6. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
7. Students must pass clinical and theory components of a course (if applicable) to pass the course.

Curriculum for BSN component of the Accelerated RN-MSN Program

124 units comprised of 90 units in the liberal arts education and 34 units in the School of Nursing

General Education Core

Lower Division Courses = 21 units

- English comp (3)
- Critical Reasoning/Logic (3)
- History (3)
- Literature (3)
- Fine Arts – Art, Theatre, Music (3)
- Math – Statistics for the Social Sciences (3)
- Electives (6)

Upper Division = 15 units

- Religious Studies (6)
- Philosophy/Ethics (3)
- Electives (6)

Natural Sciences (all sciences should have a lab component) = 12 units

- Chemistry (4)
- Microbiology (4)
- Physiology (4)

Social Sciences = 9 units

- Intro to Psych (3)
- Intro to Sociology (3)
- Developmental Psych (3)

Non-baccalaureate RN preparation: 30 units

Nursing Core

- BSNC 333 Conceptual Basis of Professional Nursing Practice (3) Fall
- BSNC 334 Communication Theory and Process (5) Fall
- BSNC 363 Culture and Vulnerability in Nursing Practice (3) Fall
- APNC 522 or 521 Physical Assessment and Diagnosis (4) Spring
- MSNC 503 Care of Diverse Families in Communities (2) Spring
- MSNE 545P Care of Families Practicum (3) Spring
- MSNE 542 Latino Health Care (3) Spring
- MEPN 547 Care of Populations (4) Fall
- MSNC 511 Evidence Based Practice: Role of Theory and Research (3) Fall or Spring
- MSNC 512 Influencing the Health Care Environment: Policy & Systems (3) Fall or Spring
- MSNC 599 Independent Study (1) Fall or Spring

Programs

The Hahn School of Nursing and Health Science offers the following graduate programs:

Doctor of Philosophy (Ph.D.)

Doctor of Nursing Practice (D.N.P.)

Master of Science in Nursing (M.S.N.)

Specializations include the Generalist M.S.N.-Clinical Nurse (C.N.), Adult Nurse Practitioner (A.N.P.), Family Nurse Practitioner (F.N.P.), Pediatric Nurse Practitioner (P.N.P.), Adult Clinical Nurse Specialist (A.C.N.S.), and Executive Nurse Leader. (E.N.L.)

Master's Entry Program in Nursing (M.E.P.N.) for individuals with baccalaureate or higher degrees in another discipline, seeking a new career in nursing with an M.S.N..

B.S.N. to Ph.D. in Nursing which combines M.S.N. (with Executive Nurse Leader focus) and Ph.D. program requirements

Accelerated R.N. to M.S.N., which combines B.S.N. and M.S.N. program requirements (for registered nurses only)

M.S.N./M.B.A. Joint Degree with the School of Business Administration

Accreditation

Programs offered by the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the California Board of Registered Nursing (BRN).

All courses in the School of Nursing and Health Science carry Board of Registered Nursing Continuing Education units for R.N. relicensure.

Financial Aid Programs for Nursing Students

Please contact the Hahn School of Nursing and Health Science for application materials.

Professional Nurse Traineeships, Graduate Tuition Assistance Programs, Nurse Faculty Federal Forgivable Loans, and other federal programs and scholarships are available.

Private Scholarships

Scholarships available through the Hahn School of Nursing and Health Science are based on merit and need. Special scholarships are provided through the H.N. and Frances C. Berger Foundation (OMIT BERGER FOUNDATION), add Blystone from the copy I sent earlier, Loretta Breyer, Edward and Gretchen Cairns, Yvonne Carteron, Mary Jane Charleton, Danvera Foundation, the Donald C. and Elizabeth M. Dickinson Foundation, Mary Gresko, Ethel M. Horsch, Douglas and Betsy Manchester, Elizabeth Mottet, Dr. James Orwig, Dr. Irene Sabelberg Palmer, Dr. Janet A. Rodgers, Pearl and Natalie Surkin, the Stallard

Trust, Cathleen K. Wilson, Julie I. Wilkinson and Kaye and Richard Woltman Scholarships as well as the university Deans' Graduate Scholar awards, and the School of Nursing Dean's Research Scholar awards.

Private Loan Funds

Loan funds provide additional assistance to students whose financial need cannot be met by other federal, state, or institutional programs. These loans include the Marion Hubbard Loan Fund and the Kathryn Desmond Loan Fund, both low-interest loans, and the School of Nursing Loan Fund.

Doctor of Philosophy Degree

The Ph.D. program is based on the belief that nursing is a science, that nursing scholars must receive doctoral preparation to develop as scientists and that doctoral education is best accomplished in a milieu in which faculty and students participate in a partnership of inquiry.

The Ph.D. program is designed to prepare beginning level nurse scientists who think critically, conduct research and serve as investigators and collaborators on research teams. Graduates of this program develop leadership skills to influence health policy and promote social justice at local, national and global levels.

Program Overview

To achieve expertise as beginning level nurse scientists, students are educated and Socialized for their roles both didactically through course work, seminars and tutorials and experientially through research assistantships, collaboration with faculty mentors and independent

Additional Requirements For Admission Doctor Of Philosophy Degree

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	March 1
MINIMUM GRADE POINT AVERAGE	3.5 (4.0 scale)
REQUIRED LICENSES	Current Registered Nurse license
ADDITIONAL REQUIREMENTS	Two references completed by doctorally prepared faculty members One reference completed by an employer or colleague Example of scholarly writing (e.g., thesis, article, paper) Personal statement of career, research and scholarship goals Brief interview for applicants who meet preliminary selection criteria

research. Students receive a strong foundation in scientific inquiry with a focus on a clinically relevant area for scholarship and research. The program requires a minimum of 48 units of course work. Required courses primarily focus on nursing science and research. Students select 9 units of emphasis courses to support the focus or design of their dissertation. The program offers a concentration in clinical nursing research, executive leadership or knowledge transmission of the discipline of nursing. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The Ph.D. degree may be completed in 3-4 years.

General Regulations

1. Residency Requirement
Students must fulfill this requirement by enrolling in:
a): 12 units of on-campus doctoral coursework during a 12-month period, OR
b): 6 units of on-campus doctoral coursework during each of two consecutive Summer sessions.
2. Transfer of Credit
(See also Transfer of Graduate Credit, page 44)
Students may transfer up to 12 units of post-master's work with approval. Extension credit is not transferable.
3. Admission to Candidacy
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has an approved dissertation proposal.
4. Time Limit
Candidates are allowed a maximum of five years between their admission to candidacy and completion of their dissertation.

Requirements for the Doctor of Philosophy Degree Program of Study

The program of study includes a minimum of 48 units of post-master's coursework that include 12 units for the dissertation. A minimum GPA of 3.0 in degree courses is required.

Note: The Ph.D. program currently is being refined. Modifications may be made in the future. Please refer to the Program Handbook and Web site.

I. Core Component (9 units)

Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.

PHDN 601 Logics of Inquiry (3)

PHDN 602 Theory Development in Nursing (3)

PHDN 641 Social, Historical, and Philosophical Bases of Nursing (3)

II. Research Component (18 units)

Designed to enhance the knowledge and skills necessary to develop and implement a program of research.

PHDN 607 Applied Statistics and Quantitative Research Methods (3)

PHDN 670 Quantitative Designs in Research (3)

PHDN 673 Introduction to Qualitative Research (3)

PHDN 676 Advanced Qualitative Research Methods (3)

PHDN 677 Advanced Quantitative Designs in Research (3)

AND an additional course (3 units) selected by the student and adviser, related to the student's research design.

III. Area of Emphasis (9 units)

Three graduate courses selected by the student and adviser, related to the student's specific research topic.

Required Emphasis Course

Students are required to enroll in PHDN 698 Research Seminar in Executive Nurse Leadership

Highly Recommended

PHDN 697 Executive Nurse Leadership- Research Residency

PHDN 648 Health Policy Analysis

PHDN 640 Bioethical Issues

Additional courses are available through the School of Leadership and Education Sciences and the School of Business.

IV. Dissertation Component (12 units minimum)

The presentation of the proposal and dissertation findings are required. After the completion of 9 units of dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the dissertation is finished. See the Doctoral Student Handbook for guidelines on producing the dissertation.

PHDN 664 Dissertation Seminar (3)

PHDN 695 Dissertation (9)

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing specialty practice with an individual or aggregate focus. The DNP Program is consistent with the overall mission of the School of Nursing which is to prepare nursing leaders who can facilitate quality health care for our nation. Advanced practice registered nurses (APRNs) who are Master's prepared can enroll in the DNP completion program where they will gain additional knowledge and clinical expertise in a defined area of advanced nursing practice.

(A post-BSN DNP program for RNs who desire preparation as family nurse practitioners or clinical nurse specialists will begin Fall 2010. Contact the School of Nursing for more information.)

General Regulations

Residency Requirement – students must fulfill this requirement by enrolling in:

1. 12 units of on-campus doctoral coursework during a 12-month period OR
2. 6 units of on-campus doctoral coursework during each of two consecutive summer sessions.

Transfer of Credit – (See also Transfer of Graduate Credit, page 44) Students may transfer up to 6 units of post-master's work with approval. Extension credit is not transferable.

Time Limit – students are allowed a maximum of three years to complete the program.

Requirements for the Doctor of Nursing Practice Degree Program of Study for APRNs

The program of study includes a minimum of 34 units of post-master's coursework, 10 units of which are required for the DNP residency. A minimum GPA of 3.50 in degree courses is required.

I. Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy, and business aspects of clinical practice to further develop the advanced practice registered nurse.

DNPC 610	Philosophy of Reflective Practice (3)
DNPC 611	Methods of Translational Science (3)
DNPC 622	Pathogenesis of Complex Disease (3)
DNPC 625	Epidemiology and Biostatistics (3)
DNPC 624	Strategic Planning and Information Management (3)
ENLC 553	Financial Management in Health Care (3)
PHDN 648	Health Policy Analysis (3)
PHDN 686	Perspectives in Program Evaluation (3)

II. Clinical Residency (10 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation, and evaluation of a final project

Additional Requirements for Admission Doctor of Nursing Practice

See page 34 for basic admission requirements

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	March 1
MINIMUM GRADE POINT AVERAGE	3.5 on a 4.0 scale
STANDARDIZED ADMISSION TEST	GRE general test is recommended but not required
REQUIRED LICENSES	Current R.N. license, APRN certification
ADDITIONAL REQUIREMENTS	Two references by doctorally prepared faculty members or clinicians Example of scholarly writing (thesis, article, paper) Goal statement that elucidates a specific clinical practice focus and clinical issue or problem Personal interview

DNPC 630 DNP Residency: 10 units total (1-7 units can be taken each semester)

Master of Science in Nursing

Master of Science in Nursing Program Goals

M.S.N. Learning Outcomes

- Demonstrate advanced clinical expertise based on nursing and related disciplines.
- Provide leadership in integrating research into practice.
- Utilize research-based evidence as a foundation for practice.
- Apply information technology to enhance nursing education, practice, and research.
- Engage in multi-sectoral collaboration to improve health care delivery; assuming responsibility for the delegation and oversight of care delivery by other staff as deemed appropriate.
- Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
- Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.

Additional Requirements For Admission Master Of Science In Nursing Degree

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Fall and Spring:	(Program Specific – See Below)
APPLICATION DEADLINES	Fall Only:	Master's Entry Program in Nursing (M.E.P.N.) Nov. 1 Master of Science in Nursing (M.S.N.) All Nurse Practitioner Specialties March 1
	Fall or Spring:	Master of Science in Nursing (M.S.N.) Adult Clinical Nurse Specialist Executive Nurse Leader March 1 for Fall Nov. 1 for Spring Accelerated R.N. – Master of Science in Nursing March 1 for Fall Nov. 1 for Spring
STANDARDIZED ADMISSION TEST		Graduate Record Examination (taken within the last five years) required for applicants to the Master's Entry Program in Nursing (M.E.P.N.) The Graduate Record Examination is recommended but not required for applicants to the M.S.N. and accelerated R.N.-M.S.N. programs
REQUIRED LICENSES		Current California Registered Nurse license (not applicable for M.E.P.N.)
ADDITIONAL REQUIREMENTS		Please check the Hahn School of Nursing and Health Science Web site for additional program specific requirements, (www.sandiego.edu/academics/nursing/)

- Assume and develop advanced clinical roles to meet societal needs in a rapidly changing national and global health care arena.
- Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and populations.
- Analyze emerging issues confronting nurses and society as a basis for enacting social change in ways that foster health.

General Requirements for the Master of Science in Nursing Degree

1. Course and GPA Requirements

All candidates for the M.S.N. degree must complete a minimum of 30-71 semester-hours of graduate credit depending on the area of specialization. A minimum GPA of 3.0 must be maintained in all program coursework. A minimum grade of “B-” is required in all lab, practicum and residency courses that are not graded on a pass/fail basis. A minimum grade of “B-” is also required in the clinical component of M.E.P.N. courses. Courses in which a grade lower than “B-” is received must be repeated, and a grade of “B-” or better must be earned before the student may progress to the next clinical management theory and practicum courses in the program.

2. Time Limits

All students are expected to complete their programs within six years after initial enrollment.

3. Professional Liability and Malpractice Insurance

All students must maintain professional liability and malpractice insurance while enrolled in their programs.

4. Transfer and Waiver of Courses

Nursing students who have earned applicable credit at another institution may be permitted to transfer the credit (if not applied to another degree) or waive the required course credit. A maximum of 6 units may be waived or transferred. However, a minimum of 30 units at USD is required for all master’s programs in nursing. Core courses and electives may be waived, but waiver of specialty courses requires the additional permission of the specialty faculty.

M.S.N. Programs of Study

Required coursework for the programs that lead to the M.S.N. degree is delineated below. Typical programs of study to illustrate how full-time students, who begin study in fall semester, can progress through the programs are available at www.sandiego.edu.

Subspecialty options are available in the Nurse Practitioner and Adult Clinical Nurse Specialist programs (A-D below). These options require a few additional units of coursework over and above that required for each specialty. Subspecialty courses can satisfy elective units and selective clinical practicum (NPTC 541P) units, in programs where these units are required.

- The Mind-Body-Spirit Health Care subspecialty option is designed to promote the provision of a holistic and integrated approach to primary health care. Students are provided with the necessary knowledge and skills to safely and effectively integrate conventional and complimentary approaches to patient assessment and management.

Required units:

MSNE 516 Mind-Body-Spirit Health Care (3)

MSNE 517 Mind-Body-Spirit Health Care Practicum (2)

- The Latino Health Care Subspecialty Option is designed to foster cross-cultural competency in the care of Latino populations, including migrant workers and their families. Theory content and clinical experiences related to care of vulnerable Latino populations are provided along with opportunities to develop Spanish-language fluency.

Required units:

MSNE 542 Latino Health Care: Sociocultural and Family Perspectives (3)

MSNE 543 Practicum in Latino Health Care (2)

- Nursing Education option offers didactic and experiential preparation to masters’ students interested in beginning level educator roles in clinical or academic settings. Students interested in preparing for the nurse educator role may enroll in the following courses.

Required units:

MSNE 532 Theory of Nursing Education (3)

MSNE 592 Teaching Practicum (3)

A. Adult Nurse Practitioner

(Total units: 40)

This curriculum prepares adult nurse practitioners for advanced practice roles in the provision of primary care and case management services to individuals and their families throughout the adult lifespan in a variety of ambulatory care and long-term care settings. Graduates are eligible for state N.P. certification and national certification as adult nurse practitioners.

I. M.S.N. Core (8 units)

- MSNC 503 Care of Diverse Families in Communities (2)
 MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
 MSNC 512 Influencing the Health Care Environment: Policy & Systems (3)

II. N.P. Core (13 units)

- APNC 520 Pathophysiology (3)
 APNC 521 Physical Assessment and Diagnosis (4)
 APNC 523 Pharmacology in Health Management (3)
 NPTC 597 Independent Clinical Practicum (3)

III. Emphasis (19 units)

- NPTC 530 Adult Health Management I (3)
 NPTC 531 Adult Health Management I Practicum (2)
 NPTC 532 Adult Health Management II (3)
 NPTC 533 Adult Health Management II Practicum (2)
 NPTC 535 Management of Adults with Long-Term Health Problems (3)
 NPTC 537 Adults with Long-Term Health Problems Practicum (2)
 NPTC 541 Selective Clinical Practicum (1)
 NPTC 582 Women's Health Care (2)
 NPTC 583 Women's Health Care Practicum (1)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

B. Family Nurse Practitioner

(Total units: 42)

This curriculum prepares family nurse practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Graduates are eligible for state N.P. certification and national certification as family nurse practitioners.

I. M.S.N. Core (8 units)

- MSNC 503 Care of Diverse Families in Communities (2)
 MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
 MSNC 512 Influencing the Health Care Environment: Policy & Systems (3)

II. N.P. Core (13 units)

- APNC 520 Pathophysiology (3)
 APNC 521 Physical Assessment and Diagnosis (4)
 APNC 523 Pharmacology in Health Management (3)
 NPTC 597 Independent Clinical Practicum (3)

III. Emphasis (21 units)

- NPTC 513 Behavior and Development: Birth through Adolescence (2)
 NPTC 514 Behavior and Development Practicum: Birth through Adolescence (1)
 NPTC 528 Health Management of the Child (3)
 NPTC 538 Child Health Management Practicum (2)
 NPTC 530 Adult Health Management I (3)
 NPTC 531 Adult Health Management I Practicum (2)
 NPTC 532 Adult Health Management II (3)
 NPTC 533 Adult Health Management II Practicum (2)
 NPTC 582 Women's Health Care (2)
 NPTC 583 Women's Health Care Practicum (1)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

C. Pediatric Nurse Practitioner

(Total units: 40)

This curriculum prepares graduates who are committed to meeting the health needs of children from birth through adolescence and provides students with the knowledge and skills necessary for pediatric primary care. Graduates are eligible for state N.P. certification and national certification as pediatric nurse practitioners.

I. M.S.N. Core

(8 units)

- MSNC 503 Care of Diverse Families in Communities (2)
 MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
 MSNC 512 Influencing the Health Care Environment: Policy & Systems (3)

II. N.P. Core

(13 units)

- APNC 520 Pathophysiology (3)
 APNC 521 Physical Assessment and Diagnosis (4)
 APNC 523 Pharmacology in Health Management (3)
 NPTC 597 Independent Clinical Practicum (3)

III. Emphasis

(19 units)

- NPTC 513 Behavior and Development: Birth through Adolescence (2)
 NPTC 514 Behavior and Development Practicum: Birth through Adolescence (1)
 NPTC 528 Health Management of the Child (3)
 NPTC 538 Child Health Management Practicum (2)
 NPTC 541 Selective Clinical Practicum (1)
 NPTC 547 Primary Care of Children and Adolescents with Complex Health Problems (3)

- NPTC 548 Primary Care of Children and Adolescents with Complex Health Problems Practicum (2)
- NPTC 549 Primary Care of Children and Adolescents with Chronic Illness (3)
- NPTC 550 Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

D. Adult Clinical Nurse Specialist

(Total units: 39)

This curriculum prepares clinical nurse specialists for advanced practice as clinical experts in theory-based and research-based nursing practice within a specialty area. Graduates are eligible for national certification as adult clinical nurse specialists in adult health.

I. M.S.N. Core

(8 units)

- MSNC 503 Care of Diverse Families in Communities (2)
- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy & Systems (3)

II. Advanced Practice Core

(10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

III. Emphasis

(20 units)

- ACNS 571 C.N.S. Practice in Contemporary Health Care (2)
- ACNS 572 Management of Acutely Ill Adult (3)
- ACNS 573 Clinical Nurse Specialist Practicum I (2)
- ACNS 574 Management of Chronically Ill Adult (3)
- ACNS 575 Clinical Nurse Specialist Practicum II (2)
- ACNS 576 Management of Specialty Populations (3)
- ACNS 577 Clinical Nurse Specialist Practicum III (2)
- ACNS 596 Advanced Practicum in Selected C.N.S. Role (3)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

E. Clinical Nursing Tract

(Total units: 30)

This curriculum prepares the nurse to oversee the care coordination of a distinct group of patients and actively provides direct patient care. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. This clinician also collects and evaluates patient outcomes, assesses cohort risks, and has the decision-making authority to change care plans when necessary; and often serves as the leader of an interdisciplinary team.

I. MSN Core

(8 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)
- MSNC 503 Care of Diverse Families in Communities (2)

II. CN CORE (22 units)

- APNC 520 Pathophysiology (3)
- APNC 522 Physical Assessment and Diagnosis of Acute Care Patients (4)
- APNC 523 Advanced Pharmacology (3)
- ENLC 554 Health Care Information Management (3)
- MSNC 534 Clinical Nursing Leadership: Theory and Practice (6)
- Nursing electives (3)

F. Executive Nurse Leader (ENL) Track

The ENL curriculum integrates nursing, administration, and business knowledge and skills in preparing graduates for leadership and general management positions in client-care services administration within health care organizations. The ENL track consists of 33 units of academic study. Full-time (12 month curriculum) and part-time study is available.

Curriculum

I. M.S.N. Core

(6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy & Systems (3)

II. ENL Core (26 units)

- ENLC 500 Health Care Leadership, Values and Social Justice (3)
- PHDN 607 Applied Statistics and Quantitative Research Methods (3)

ENLC 553	Financial Management in Health Care Systems (3)
ENLC 554	Health Care Information Management (3)
ENLC 555	Resource Management in Health Systems (3)
ENLC 556	Management of Health System Care Delivery and Outcomes (3)
ENLC 557	Strategic Planning and Management of Health Systems (3)
ENLC 591	Administrative Management Practicum in Health Care Systems (3)
ENLC 598	Independent Practicum (3)

H. Joint-Degree M.B.A./M.S.N.

(Total units: 62) (See Nursing Adviser)

Graduates of this joint-degree program between the Hahn School of Nursing and Health Science and the School of Business Administration receive both the M.S.N. (E.N.L. specialization) and M.B.A. degrees. The curriculum prepares nurse leaders with a unique blend of nursing, administration, and business skills. Graduates are prepared for senior management or administrative positions in hospitals, corporate offices, ambulatory care agencies, long-term care facilities, the health policy arena, and entrepreneurial ventures. Graduates are eligible for national certification in nursing administration.

- Make application to both M.S.N. and M.B.A. programs
- Plan joint program with the approval of advisers in Nursing and Business Administration
- Observe maximum of six years allowed to complete programs

I. Masters Entry Program in Nursing

(Total units: 72)

The M.E.P.N.-Master's Clinical Nursing is designed for individuals with baccalaureate or higher degrees in another discipline who are seeking a new career in nursing. The M.S.N. in Clinical Nursing prepares registered nurses to improve patient care and patient bedside health care delivery. Graduates of this track oversee the care coordination of a distinct group of patients and actively provide direct patient care. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. This clinician also collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician often functions as the leader of an interdisciplinary team by communicating, planning and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners

across and within various settings. Upon completion of the program, the graduate receives an M.S.N. and is eligible to sit for the NCLEX licensing exam. These graduates are also eligible to enter any post-master's program to specialize in advanced practice nursing or to pursue a Ph.D. There is a 30-unit M.S.N. in Clinical Nursing for individuals who are already registered nurses. The 72-unit M.S.N. in Clinical Nursing is as follow:

Pre-Licensure Learning Outcomes achieved by the 3rd and 4th semesters of study

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities with nursing theory as a basis for professional nursing practice.
- Use current research findings in promoting the health and welfare of people.
- Apply clinically and culturally appropriate information technology to promote quality health care.
- Collaborate with consumers and colleagues in the delivery of health care services.
- Identify and influence factors that affect health care delivery.
- Assume responsibility and accountability for ethical and legal nursing practice.
- Assume and develop generalist nursing roles to meet the changing needs of clients (individuals, families, populations).
- Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery.
- Use the nursing process, in collaboration with clients and colleagues, to meet the health promotive, illness-preventive, restorative, rehabilitative, and end-of-life needs of individuals, families, and population groups; incorporating culturally sensitive primary, secondary, and tertiary interventions as needed.
- Integrate strategies for risk anticipation and risk assessment to design, implement, and evaluate safe medical and nursing care.

M.S.N. Learning Goals achieved by 4th and 5th semesters of study

- Demonstrate advanced clinical expertise based on nursing and related disciplines.
- Provide leadership in integrating research into practice.
- Utilize research-based evidence as a foundation for practice.

- Apply information technology to enhance nursing education, practice, and research.
- Engage in multi-sectoral collaboration to improve health care delivery; assuming responsibility for the delegation and oversight of care delivery by other staff as deemed appropriate.
- Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
- Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.
- Assume and develop advanced clinical roles to meet societal needs in a rapidly changing national and global health care arena.
- Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and populations.
- Analyze emerging issues confronting nurses and society as a basis for enacting social change in ways that foster health.

I. MEPN CORE

(42 units)

MEPN 521	Health Assessment (3)
MEPN 533	Conceptual Bases in Professional Nursing Practice (2)
MEPN 534	Fundamentals in Nursing Practice (3)
MEPN 535	Introduction to Pharmacology (2)
MEPN 555	Nursing Practice with Acutely/Chronically Ill Adults I (5)
MEPN 556	Nursing Practice with Acutely/Chronically Ill Adults II (6)
MEPN 557	Nursing Practice with Psych-Mental Health Clients (4)
MSNC 503	Nursing Practice with Diverse Families in Communities (2)
MSNE 545P	Care of Families Practicum (3)
MEPN 558	Nursing Practice with Mothers and Infants (4)
MEPN 559	Nursing Practice with Acutely/Chronically Ill Children (4)
MEPN 547	Care of Populations (4)

II. MSN CORE (30 units)

MSNC 511	Evidence Based Practice: Role of Theory and Research (3)
ENLC 554	Health Care Informatics (3)
MSNC 512	Influencing the Health Care Environment: Policy and Systems (3)
MSNC 534	Clinical Nursing Leadership: Theory and Practice (6)

APNC 520	Pathophysiology (3)
APNC 522	Physical Assessment and Diagnosis (4)
APNC 523	Advanced Pharmacology (3)
MEPN 560	Internship in Specialty Nursing Practice (5)

B.S.N. to Ph.D. in Nursing with ENL Focus

Applicants with a Bachelors Degree in Nursing or equivalent may apply for admission to the Ph.D. Program in Nursing with an area of emphasis in Executive Nurse Leadership. Students are required to complete a minimum of 21 units of coursework from the Executive Nurse Leader M.S.N. Program and a total of 48 units in the Ph.D Program. The curriculum will be designed according to the individual student's area of research and individual career goals. Students will complete a total of 69 units to be awarded the M.S.N. and Ph.D. degrees.

Program of Studies

Master's Level Courses – Executive Nurse Leader Concentration

MSNC 511	3 units	Evidence Based Practice: Role of Theory and Research
MSNC 512	3 units	Influencing the Health Care Environment: Policy and Systems
ENLC 500	3 units	Health Care Leadership, Values and Social Justice
ENLC 553	3 units	Financial Management in Health Care Systems
ENLC 554	3 units	Health Care Information Management
ENLC 555	3 units	Resource Management in Health Systems
ENLC 556	3 units	Management of Health System Care Delivery and Outcomes
ENLC 557	3 units	Strategic Planning and Management of Health Systems
ENLC 591	3 units	Administrative Management Practicum in Health Care Systems
ENLC 598	3 units	Independent Practicum

Note: Under the direction of their advisor, students may replace ELNC 591 with a PHDN Core Course.

Students may select 1 M.S.N./E.N.L. course to use as an emphasis course in the Ph.D. Program.

Courses and Seminars

A.C.N.S. Courses

ACNS 571 CLINICAL NURSE SPECIALIST PRACTICE IN CONTEMPORARY HEALTH CARE / 2 UNITS

Examines the roles of the C.N.S. within the three spheres of influence: patients and clients, nursing personnel and organization/network. Theories and strategies of change and leadership, negotiation, consultation, teaching and learning, research evaluation, facilitation and utilization are discussed in relation to the C.N.S. role. Co-requisite: MSNC 511 or permission of instructor.

ACNS 572 MANAGEMENT OF ACUTELY ILL ADULT / 3 UNITS

Emphasis on symptoms and functional problems of non-disease-based and disease-based etiologies in acutely ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and problems commonly seen in acute or critical care settings. Students analyze clinical data from multiple sources, make management decisions and evaluate treatment outcomes through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient or client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 573.

ACNS 573 CLINICAL NURSE SPECIALIST PRACTICUM I / 2 UNITS

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors in acute care settings. Focus on integrating knowledge of disease and medical treatments in a holistic assessment of persons while focusing on the differential diagnosis of illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve patient outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 572.

ACNS 574 MANAGEMENT OF CHRONICALLY ILL ADULT / 3 UNITS

Emphasis on symptoms and functional problems in chronically ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and problems commonly seen in chronically ill adults. Students analyze clinical data from multiple sources, make management decisions and evaluate treatment outcomes

through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient or client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 575.

ACNS 575 CLINICAL NURSE SPECIALIST PRACTICUM II / 2 UNITS

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors who work with chronically ill adults. Clinical sites include home care agencies, specialty clinics (cholesterol, CHF, HIV), rehabilitation agencies and skilled nursing facilities. Focus is on integrating knowledge of disease and medical treatments in a holistic assessment of the chronically ill adult while focusing on the illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve outcomes for the chronically ill adult. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 574.

ACNS 576 MANAGEMENT OF SPECIALTY POPULATIONS / 3 UNITS

Emphasis on maintaining functional status and promotion of quality of life in specialty populations such as HIV or AIDS, CRD and diabetes. Students analyze data from multiple sources, develop population-based programs of care and evaluate outcomes in the context of specialty populations. Focus is on the specialty population and how to use nursing personnel and organizations to produce quality, cost-effective outcomes for populations. Prerequisites: ACNS 571, concurrent enrollment in ACNS 577.

ACNS 577 CLINICAL NURSE SPECIALIST PRACTICUM III / 2 UNITS

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors who work with specific populations such as diabetes and HIV or AIDS. Focus is on integrating knowledge of disease and treatments in the assessment of specific populations. Works with health care organizations and health systems to improve population based outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 576.

ACNS 596 ADVANCED PRACTICUM IN SELECTED C.N.S. ROLE / 3 UNITS

Focus is on further development of clinical knowledge and expertise in a selected area of C.N.S. practice and the design and/or implementation of a clinical project related to the C.N.S. advanced practice role. The project represents an innovative approach to a clinical problem or professional issue relevant to the practice site selected and is based on integration of nursing and health-related theory and research. Seminars with C.N.S. faculty provide opportunities to explore both C.N.S. role development issues and the process of initiating planned change in the practice setting. Minimum grade of "B-" required. Prerequisites: Core courses, two C.N.S. practicum, or consent of instructor.

A.P.N.C. Courses**APNC 520 PATHOPHYSIOLOGY / 3 UNITS**

Builds on foundational knowledge of normal physiology to extend students' abilities to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes.

APNC 521 PHYSICAL ASSESSMENT AND DIAGNOSIS / 4 UNITS

Focuses on theoretical and practical principles of holistic advanced health assessment across the lifespan. Emphasis is on methods of comprehensive data gathering and analyses, including history taking and physical examination, screening for common diseases, diagnostic procedures and clinical decision-making. Laboratory experiences and standardized patients provide the opportunity for the integration and application of theory. Introduces students to advanced clinical practice roles. Minimum grade of "B-" required. Corequisite or prerequisite: APNC 520. Lab fee required.

APNC 522 PHYSICAL ASSESSMENT AND DIAGNOSIS OF ACUTE CARE PATIENTS / 4 UNITS

Provides a theoretical base for health assessment of the acutely ill individual. It is designed to prepare graduates of the M.S./C.N.L. tracks with the knowledge and skills to make appropriate focused assessments, develop differential diagnoses, and draw accurate conclusions about physiological or psychosocial instability, complications, and/or sequelae to disease processes and/or therapeutic interventions. Includes theory and laboratory components. Prerequisite or co-requisite: R.N. licensure, APNC 520, and successful completion of a basic health assessment course.

APNC 523 PHARMACOLOGY IN HEALTH MANAGEMENT / 3 UNITS

Provides advanced knowledge of pharmacokinetics and pharmacotherapeutics to enable the advanced practice nurse to initiate appropriate pharmacological treatment in the management of common health problems, and to monitor the effects of established drug regimens and modify them to improve clients' health states and quality of life. Prerequisite: APNC 520 or consent of instructor.

BSNC Courses for Accelerated MSN**BSNC 333 CONCEPTUAL BASIS OF PROFESSIONAL NURSING PRACTICE / 3 UNITS**

This course provides an overview of the nature of the profession of nursing and its conceptual bases. Course content includes a beginning analysis of nursing theories and theories from other disciplines relevant to professional nursing practice. Emphasis is also placed on expanding students' abilities to use the nursing process in the care of individuals, families, and population groups. Class assignments assist the student with developing skills in writing and oral presentation, and information management.

BSNC 334 COMMUNICATION THEORY AND PROCESS / 5 UNITS

This course focuses on communication as a process essential to the nurse-client relationship as well as professional nursing practice. The student is provided with basic theoretical concepts related to therapeutic communication skills and strategies. Facilitating effective communication in small groups is also examined. Three hours of lecture, one hour of seminar, three hours of laboratory.

BSNC 363 CULTURE AND VULNERABILITY IN NURSING PRACTICE / 3 UNITS

This course focuses on culture and socio-economic status (SES) as context that influences the health of various ethnic, cultural, and other vulnerable groups. Influences that shape access to and use of health care resources, and that contribute to health disparities are explored. Students are encouraged to explore their own cultural heritage and life trajectories to build a basis for understanding that of others. A variety of learning experiences are geared toward: 1) understanding one's own cultural and socio-historical background; 2) understanding health and illness care practices of select groups; and 3) using a variety of theoretical frameworks for socio-cultural assessment, and planning and implementing socio-cultural relevant information.

D.N.P.C. Courses

DNPC 610 PHILOSOPHY OF REFLECTIVE PRACTICE / 3 UNITS

Provides the student with the opportunity to explore the philosophical underpinnings of reflective practice (praxis) and practice inquiry. Topics include epistemology of reflective practice and current practice inquiry perspectives. Selected methodologies and their philosophical assumptions are explored as a basis for creating a praxis-based model of advanced nursing informed by translational science. Prerequisite: Admission to the DNP Program or permission of instructor.

DNPC 611 METHODS OF TRANSLATIONAL SCIENCE / 3 UNITS

Critical analysis, synthesis, and application of translational research models. Areas of emphasis include: (a) bridging the gulf between scientific research and clinical practice, (b) evaluation of research findings for application in evidence based practice, (c) analytic approaches to translational research (including interdisciplinary models), and (d) examining the impact of translational research findings into practice at the individual, family, system, and population level. Prerequisite: Admission to the DNP Program or permission of instructor.

DNPC 622 PATHOGENESIS OF COMPLEX DISEASE / 3 UNITS

Examines the pathogenesis of complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions, environmental and nutritional stressors, and genetic influences that are responsible for cellular adaptation, injury, overproliferation and growth, and death. Psychoneuroimmunologic, pharmacogenetic, and carcinogenic theories will be integrated into this discussion. Prerequisite: Admission to the DNP Program or permission of instructor.

DNPC 625 EPIDEMIOLOGY AND BIOSTATISTICS / 3 UNITS

Focuses on the application of epidemiologic principles and biostatistical analysis to resolution of health problems. Emphasizes the use of epidemiologic models to identify factors contributing to health problems and to plan health care delivery programs to address contributing factors. Addresses use of biostatistical techniques to identify relationships among contributing factors and health problems encountered in practice. Prerequisite: DNPC 610, DNPC 611 or permission of instructor.

DNPC 626 STRATEGIC PLANNING AND INFORMATION MANAGEMENT IN HEALTH CARE / 3 UNITS

Emphasizes strategic planning and management, systems and organizational theories, quality improvement and information management. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population and to contribute effectively to strategic thinking and action in health systems. Focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes. Prerequisites: DNPC 625, ENLC 553 or permission of instructor

DNPC 630 DNP RESIDENCY / 1 UNIT

This course prepares the graduate to: 1) design, deliver, and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty, and 3) function as a practice specialist/consultant in the resolution of clinical problems. Prerequisites: 6 units of DNP core and most of NP/CNS clinical management sequence.

E.N.L.C. COURSES

ENLC 500 HEALTH CARE LEADERSHIP, VALUES, AND SOCIAL JUSTICE / 3 UNITS

Examines leadership theories, corporate ethics, values-focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of a clinical project relevant to a health care setting.

ENLC 553 FINANCIAL MANAGEMENT IN HEALTH CARE SYSTEMS / 3 UNITS

Examines leadership theories, corporate ethics, values-focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of clinical project relevant to a health care setting.

ENLC 554 HEALTH CARE INFORMATION MANAGEMENT / 3 UNITS

Provides an introduction to information management within health care systems. Emphasizes computerized database development and issues associated with application of such databases in health care systems. Prerequisite: Basic computer literacy.

ENLC 555 RESOURCE MANAGEMENT IN HEALTH SYSTEMS / 3 UNITS

Focuses on the management of human, financial and material resources in health systems. Designed for health professionals seeking careers as operations managers in health care delivery systems. Emphasizes cost-effective use of resources to accomplish organizational objectives. Prerequisites: MSNC 512, ENLC 500, GSBA 502.

ENLC 556 MANAGEMENT OF HEALTH SYSTEM CARE DELIVERY AND OUTCOMES / 3 UNITS

Focuses on the process of health care delivery from a systems perspective and emphasizes continuous process improvement as crucial to achieving high quality outcomes. Addresses health system outcome measurement and evaluation and analysis of research on organizational effectiveness. Prerequisites: ENLC 554, MSNC 511, ENLC 500, GSBA 502.

ENLC 557 STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS / 3 UNITS

Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools and techniques of strategic planning and marketing that will enable them

to contribute effectively to strategic thinking and action in health care systems. Prerequisites: Most of ENLC 554-556 sequence.

ENLC 591 ADMINISTRATIVE MANAGEMENT PRACTICUM IN HEALTH CARE SYSTEMS / 3 UNITS

Under guidance of a nurse manager preceptor in a health care setting, students observe various managerial skills associated with the management process (e.g., human resources development, fiscal management, strategic planning and forecasting, marketing and political maneuvering). The course is student-driven with seminars providing a forum for discussion of clinical observations as they relate to descriptive and research-based administrative literature as well as issues and trends in nursing administrative practice. Minimum grade of "B-" required. Requires submission of Intent to Register form. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

ENLC 598 INDEPENDENT PRACTICUM / 3 UNITS

Identification of a nursing practice problem and design of an innovative approach through integration of related theory and research. Minimum grade of "B-" required. Requires submission of Intent to Register form and project approval. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

MEPN COURSES

MEPN 521 HEALTH ASSESSMENT / 3 UNITS

Focuses on holistic and focused assessments of the health state of the adult patient within the community and hospital setting. Emphasizes development of culturally appropriate physical assessment skills and the ability to recognize deviations from normal. Includes both lecture and skills laboratory components.

MEPN 533 CONCEPTUAL BASIS OF PROFESSIONAL NURSING PRACTICE / 2 UNITS

Provides an overview of the nature of the professional nursing role and its conceptual bases. Examines the historical development of the profession; the nursing leaders who have made a difference national and internationally; the role of the nurse as a professional individual, provider of care and member of the health care team. Emphasizes the need for theory-based and evidence-based nursing practice; addresses the theoretical foundations used in nursing specifically therapeutic communication, teaching, role development, legal and ethical parameters of practice. Introduces APA format for scholarly papers. Introduces the student to the theoretical framework for the curriculum and the clinical evaluation tools.

MEPN 534 FUNDAMENTALS OF NURSING / 3 UNITS

This course covers basic nursing care for adult and older adult patients with various acute and chronic medical-surgical conditions. Physiological and pathophysiological concepts related to adequate hygiene, mobility, nutrition, skin integrity, bowel and bladder elimination, oxygenation, fluid and electrolyte status will be discussed. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 534P FUNDAMENTALS OF NURSING/CLINICAL PRACTICUM / 0 UNITS

Clinical experiences provide opportunities for the student to begin to acquire basic nursing skills in simulated and actual clinical settings. Emphasis is on communication, safety, documentation and basic nursing interventions required to overcome the pathophysiological disruptions in adult and older adult patients with acute and chronic health problems.

MEPN 535 INTRODUCTION TO PHARMACOLOGY / 2 UNITS

This course provides an overview of the pharmacological concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions. The pharmacological concepts of each prototype drug from the following

classifications will be included: neurological, cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine and immune, anti-microbial and antineoplastic. Emphasis will be placed on nursing management that minimizes the adverse effects and maximizes the therapeutic effects for patients receiving these medications.

MEPN 547 CARE OF POPULATIONS / 4 UNITS

Focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice.

MEPN 555 NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I / 5 UNITS

This course introduces the students to the acute and chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid and electrolyte status, cardiovascular and endocrine systems. Emphasis is on understanding the pathophysiological alterations and the interventions necessary to stabilize, restore and promote health. The course prepares students to assess these health alterations, as well as risks for complications and sequelae, and to identify essential teaching and health restorative measures in the context of planning, implementing and evaluating nursing care for the patient and family. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 555P NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I PRACTICUM / 0 UNITS

Provides opportunities for the student to further acquire basic nursing skills in simulated and actual clinical settings. Emphasis is on therapeutic communication, safety, documentation, use of the nursing process, risk identification and selected nursing interventions related to alterations in health.

MEPN 556 NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II / 6 UNITS

This course expects students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across all systems. Emphasis

is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal, and respiratory systems; critical care elements related to trauma victims; long-term care elements specific to cancer, hospice and rehabilitation. The course expects students to refine their knowledge and skills to assess, diagnose, plan, implement and evaluate patient needs, from the context of health restoration and prevention of complications and further exacerbations of the pathophysiological disruptions. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 556P NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II PRACTICUM / 0 UNITS

Clinical experiences assist the students in the development of more advanced nursing skills required for care of adult and older adult patients with critical care, acute, chronic, long-term and hospice specific health problems. Emphasis is on legal and ethical nursing care, accomplished use of the nursing process, therapeutic communication, safety, documentation, anticipating potential problems, prevention of complications and more comprehensive nursing interventions for patients and their families.

MEPN 557 NURSING PRACTICE WITH PSYCH-MENTAL HEALTH CLIENTS / 4 UNITS

Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacy and psychopharmacology and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 557P NURSING PRACTICE WITH PSYCH-MENTAL HEALTH CLIENTS PRACTICUM / 0 UNITS

Clinical experiences provide opportunities for students to acquire the interpersonal communication skills and therapeutic use of self in the care of clients with psychiatric problems. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored and refined.

MEPN 558 NURSING PRACTICE WITH MOTHERS AND INFANTS / 4 UNITS

Provides a general overview of family, prenatal, perinatal, antenatal and post-natal health in addressing the health care needs of the childbearing family with a focus on health promotion, risk reduction and disease prevention. Emphasizes primary care as the major dimension of health care; however, students are expected to address secondary and tertiary prevention needs as appropriate. Focuses on family care and education for health. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 558P NURSING PRACTICE WITH MOTHERS AND INFANTS PRACTICUM / 0 UNITS

Clinical experiences assist the student in developing their skills in working with the mother, infant, and family as a unit of care. Emphasis of care is on health promotion, risk reduction and disease prevention. Clinical experiences occur in prenatal, labor and delivery, postpartum and community health settings.

MEPN 559 NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS / 4 UNITS

Provides a general overview of the health care needs of children and adolescents with a focus on health promotion, risk reduction and disease prevention. Pathophysiological disruptions in health across all systems and the unique presentation of these alterations or the acute and chronic health problems specific to this population are presented. Identifying genetic, environmental, developmental and life-style behaviors contributing to acute and chronic health problems are discussed. Focuses on family care and education for health and optimizing growth and development. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 559P NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS PRACTICUM / 0 UNITS

Clinical experiences assist the student in developing and refining their skills in working with children and their family as a unit of care. Emphasizes is on screening, prevention and restorative care of children with acute and chronic health care problems and their families. Clinical experiences occur in acute care pediatric health settings.

MEPN 560 INTERNSHIP IN SPECIALTY PRACTICE / 5 UNITS

Expects integration of learning from all other courses to develop and execute the generalist nursing role to meet the changing health needs and maximize the patient's (individuals, families, groups and populations) participation in their recovery hospitalized in specialty settings with a focus on recovery, preventing complications and sequelae, risk reduction and managing or stabilizing acute and chronic conditions. Applies the principles of professional and clinical leadership to evaluate the effectiveness of community resources, health education, lifestyle changes necessary to maximize recovery and promote successful reintegration into a community. Evaluates and provides recommendations for clinical practice, policies and procedures that affect patient outcomes. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

MEPN 560P INTERNSHIP IN SPECIALTY PRACTICE CLINICAL PRACTICUM / 0 UNITS

Expects integration of learning from all other courses to develop and execute the generalist nursing role to meet the changing health needs and maximize the patient's (individuals, families, groups and populations) participation in their recovery hospitalized in specialty settings with a focus on recovery, preventing complications and sequelae, risk reduction and managing or stabilizing acute and chronic conditions. Develop advanced nursing skills and specialty skill for care of patients and families with complex or critical care health problems in specialty units. Integrate clinical nursing leadership skills in the coordination of interdisciplinary health care activities and the development of nursing practice, policies and standards that affect patient outcomes. Clinical areas may be in such specialty units as adult or pediatric critical-care units, in-patient psych-mental health, spinal cord injury, oncology, etc.

M.S.N.C. COURSES**MSNC 503 NURSING PRACTICE WITH DIVERSE FAMILIES IN COMMUNITIES / 2 UNITS**

Examines the philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives to provide a foundation for general and advanced practice and research with families across the lifespan. The 2010 national health objectives provides a framework for family and community health promotion and risk reduction. Community issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes the social, political, cultural and economic aspects

of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their communities.

MSNC 511 EVIDENCE BASED PRACTICE: ROLE OF THEORY AND RESEARCH / 3 UNITS

Explores and critiques the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing.

MSNC 512 INFLUENCING THE HEALTH CARE ENVIRONMENT: POLICY AND SYSTEMS / 3 UNITS

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focuses on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health and health care.

MSNC 534 CLINICAL NURSING LEADERSHIP: THEORY & PRACTICE / 6 UNITS

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes. Completes 144 hours of preceptor and/or faculty guided clinical practice in a health care setting.

MSNC 599 INDEPENDENT STUDY / 1-3 UNITS

Repeatable for credit. Requires submission of independent study form and faculty approval.

M.S.N.E. COURSES

MSNE 516 MIND-BODY-SPIRIT HEALTH CARE / 3 UNITS

Focuses on promoting integration of body, mind and spirit through incorporating the best of both conventional and complementary approaches to health promotion and the diagnosis and treatment of a variety of common health problems. Explores the role of the nurse as healer and the healing modalities commonly used within nursing, as well as the science of psychoneuroimmunology and quantum physics that underlie the phenomena of mind-body healing. Compares and contrasts selected culturally-based, holistic systems of knowledge concerning health and illness to identify commonalities and differences in these major healing traditions. Addresses ethical and business considerations related to integrating conventional and complementary approaches in ambulatory care.

MSNE 517 MIND-BODY-SPIRIT HEALTH CARE PRACTICUM / 2 UNITS

Provides clinical practice in primary care settings wherein the health care providers include biomedically-trained physicians and advanced practice nurses as well as providers of complementary therapies, or where patients are frequently referred to appropriate providers of complementary therapies in the community. Supervision is provided by advanced practice nurse faculty. Weekly seminars assist in the synthesis of didactic and clinical learning within the context of actual clinical cases. Minimum of B required. Prerequisite MSNE 516.

MSNE 532 THEORY OF NURSING EDUCATION / 3 UNITS

Preparation for teaching in a variety of institutional settings. Focuses on the nature of professional nursing education, faculty role, curriculum design, the instructional process, evaluation and issues in nursing education.

MSNE 542 LATINO HEALTH: SOCIOCULTURAL AND FAMILY PERSPECTIVES / 3 UNITS

Explores the cultural values and belief systems that influence health behaviors within the context of the underserved Latino/a family. Addresses the economic, educational and political disparities that influence their access and utilization of health care services. Focuses on the cultural sensitivity requisite to effective intercultural communication between health care provider and underserved Latino/a families and communities. Strategies for empowerment will be applied to the process of health care provision and community-based interventions to improve the health of Latino/s population.

MSNE 543 PRACTICUM IN LATINO HEALTH CARE / 2 UNITS

Provides clinical experiences in assessment and management of acute and chronic health problems prevalent among Latino clients and their families across the age span. Emphasizes strategies for health promotion, prevention and early detection of disease in this population. Focuses on effective intercultural communication, sensitivity to traditional Latino health beliefs, application of culture-brokering and client-empowerment strategies in the process of providing access to and continuity of care to members of this medically underserved population. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Prerequisite: MSNE 542.

MSNE 545P CARE OF THE FAMILY PRACTICUM / 3 UNITS

Focus is on the family within the community and the health care system. Frameworks used to assess families include the developmental, systems, and structural-functional. Interventions with families emphasize promotion and maintenance of health as well as resolution of existing health problems. Students have clinical opportunities in official and voluntary agencies to integrate selected theories and concepts using the nursing process as they interact with clients and families in their homes and community settings.

MSNE 592 TEACHING PRACTICUM / 3 UNITS

Directed learning experiences in nursing education in clinical or academic settings.

N.P.T.C. COURSES

NPTC 513 BEHAVIOR AND DEVELOPMENT: BIRTH THROUGH ADOLESCENCE / 2 UNITS

Analysis of advanced concepts of behavior and development in infants, children and adolescents. With this foundation, the components of health supervision, health promotion and management of common variations in children's behavior and development by the nurse practitioner in primary care will be presented. The perspective of the parent or guardian and family will be integrated into this discussion. Emphasis will be placed upon the care of vulnerable pediatric populations from sociocultural, ethical and health policy perspectives. Co-requisite: APNC 521.

NPTC 514 BEHAVIOR AND DEVELOPMENT PRACTICUM: BIRTH THROUGH ADOLESCENCE / 1 UNIT

Provides clinical experience in the assessment and management of normal variations and problems in the growth, development and behavior of infants, children and adolescents in a variety of pediatric primary care settings. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: APNC 520, 521, NPTC 513. Lab fee required.

NPTC 518 ADVANCED PRACTICE NURSING IN URGENT/ EMERGENT CARE / 5 UNITS

Focuses on the role of the nurse practitioner in urgent or emergent care settings and on the development of advanced knowledge and skills requisite to providing effective, efficient, and high-quality care to individuals across the age span with common urgent or emergent health problems. Complemented by skills lab sessions that build on basic N.P. preparation and experience and prepare students for the specific demands of practice in urgent or emergent care environments. Prerequisites: Concurrent enrollment in NPTC 519.

NPTC 519 ADVANCED PRACTICE NURSING IN URGENT/ EMERGENT CARE PRACTICUM / 5 UNITS

Provides clinical experiences in urgent or emergent care settings focused on integrating theory with practice in the diagnosis and treatment of acute and chronic conditions commonly seen in these settings. Emphasizes the scope of N.P. practice in urgent or emergent care settings, principles of episodic care and gaining competence in advanced technical skills. Seminars with N.P. faculty provide opportunities to integrate theoretical knowledge

with ongoing clinical experiences. Minimum of B required. Prerequisites: Concurrent enrollment in NPTC 518.

NPTC 528 HEALTH MANAGEMENT OF THE CHILD / 3 UNITS

Emphasizes assessment and management of common health states in individuals from birth through adolescence in a collaborative, primary-care setting. Students are provided with a theoretical basis for developmental and functional health, including guidelines for health promotion and disease prevention. The theory base for the diagnosis and management of common pediatric problems is also presented, including pharmacological and other treatment modalities. Emphasis is placed on the child as an individual, member of a family and member of the community. Prerequisites: NPTC 513, 514, 520, 521; concurrent enrollment in NPTC 538.

NPTC 530 ADULT HEALTH MANAGEMENT I / 3 UNITS

Focuses on management of health and disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based on a nursing model that includes holistic assessment, anticipatory guidance and health education are discussed. Prerequisites: APNC 521; concurrent enrollment in NPTC 531.

NPTC 531 ADULT HEALTH MANAGEMENT I PRACTICUM / 2 UNITS

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals and self-management of preventive behaviors. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Concurrent enrollment in NPTC 530. Lab fee required.

NPTC 532 ADULT HEALTH MANAGEMENT II / 3 UNITS

Focuses on management of health and disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based

on a nursing model that includes holistic assessment, anticipatory guidance and health education are discussed. Prerequisites: APNC 521; concurrent enrollment in NPTC 533.

NPTC 533 ADULT HEALTH MANAGEMENT II PRACTICUM / 2 UNITS

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals and self-management of preventive behaviors. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Concurrent enrollment in NPTC 532. Lab fee required.

NPTC 534 HEALTH MANAGEMENT OF THE FRAIL ELDERLY / 3 UNITS

Focuses on providing a theory base for nursing assessment and management of common physical and psychosocial problems of frail elderly clients in both community and institutional settings. Interrelatedness of multiple health problems and normal age changes among the old are discussed in relationship to maintenance of functional ability, independence, and quality of life within a variety of supportive environments. Prerequisites: NPTC 535, 537, or consent of instructor for C.N.S. students; concurrent enrollment in NPTC 536.

NPTC 535 MANAGEMENT OF ADULTS WITH LONG-TERM HEALTH PROBLEMS / 3 UNITS

Provides a theory base for effective clinical and psychosocial management of complex long-term health problems in adult and older adult clients. Multiple dimensions of chronic illness and its impact on individuals, families, caregivers and health care systems are discussed. Theoretical perspectives of chronicity are explored, including chronic illness trajectories, psychosocial impact, role adaptations and lifestyle adjustments required of long-term health problems. The structure, regulation and financing of the U.S. long-term care system is analyzed, and the impact of various settings and support services within that system on clients and families experiencing chronic illnesses is explored. Selected complex long-term care pathologies and their clinical treatment and the role of the nurse practitioner in caring for clients with chronic illness are covered. Prerequisites: NPTC 530, 531, 532, 533; concurrent enrollment in NPTC 537.

NPTC 538 CHILD HEALTH MANAGEMENT PRACTICUM / 2 UNITS

Provides a concentrated clinical experience in the assessment, management and evaluation of infants and children in primary care settings. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent enrollment in NPTC 528. Lab fee required.

NPTC 541 SELECTIVE CLINICAL PRACTICUM / 1-3 UNITS

Concentrated clinical experience in primary care settings selected by the student to meet individual learning needs and career goals. Minimum grade of "B-" required. Pre or co-requisite: One N.P. practicum course or consent of the APN program director. (Repeatable for credit)

NPTC 547 PRIMARY CARE OF CHILDREN AND ADOLESCENTS WITH COMPLEX HEALTH PROBLEMS / 3 UNITS

Focuses on assessment and management of complex health states in individuals from birth through adolescence, in a collaborative, primary-care setting, by the pediatric nurse practitioner. Builds upon concepts of well child care and the management of common pediatric health problems. Presents the theory base for the diagnosis and management of more complex health problems. Includes pharmacotherapeutic modalities. Emphasizes the child as an individual, a member of a family and a member of a community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 548.

NPTC 548 PRIMARY CARE PRACTICUM OF CHILDREN AND ADOLESCENTS WITH COMPLEX HEALTH PROBLEMS PRACTICUM / 2 UNITS

Provides clinical experience in the assessment and management of complex health problems of infants, children and adolescents in primary care settings. Emphasizes clinical diagnostic reasoning and collaboration with other members of the pediatric health care team. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site pediatric preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 547. Lab fee required.

NPTC 549 PRIMARY CARE OF CHILDREN AND ADOLESCENTS WITH CHRONIC ILLNESS / 3 UNITS

Examines management of selected chronic illnesses in children from birth through adolescence which can be appropriately managed by the pediatric nurse practitioner in collaborative practice. Provides the theoretical and knowledge bases for diagnosis and management of children with chronic illness in a primary care or subspecialty care setting including well child care, variations in growth and development and the management of common pediatric health problems. Emphasizes the child as an individual, a member of a family and a member of the community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 550.

NPTC 550 PRIMARY CARE OF CHILDREN AND ADOLESCENTS WITH CHRONIC ILLNESS PRACTICUM / 2 UNITS

Provides clinical experience in assessing and managing children and adolescents with common chronic illnesses in the primary care setting. Emphasizes coordination of multi-disciplinary care to assist children, adolescents and their families to improve self-management of chronic illness and develop behaviors that promote and maintain health. Clinical supervision is provided by N.P. faculty and on-site preceptors in a variety of ambulatory care settings. Includes a seminar component that must be taken concurrently which provides opportunities to synthesize theoretical and experiential learning as well as develop the professional pediatric practitioner role. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 549. Lab fee required.

NPTC 582 WOMEN'S HEALTH CARE / 2 UNITS

Prepares N.P.s for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on use of assessment, diagnosis, management and outcome evaluation in order to provide care that encompasses the psychosocial and physical needs of women. Nationally accepted evidence-based guidelines and standards are applied to promote integrated delivery of women's health care. Prerequisites: NPTC 528, 538 for F.N.P. students; NPTC 532, 533 for A.N.P. students; concurrent enrollment in NPTC 583.

NPTC 583 WOMEN'S HEALTH CARE PRACTICUM / 1 UNIT

Prepares N.P.s for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on assessment, diagnosis, management and outcome evaluation using nationally accepted evidence-based guidelines and standards to promote integrated delivery of women's health

care. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: NPTC 528, 538 for F.N.P. students; NPTC 532, 533 for A.N.P. students; concurrent enrollment in NPTC 582. Lab fee required.

NPTC 597 INDEPENDENT CLINICAL PRACTICUM / 1-3 UNITS

Focuses on further development of clinical knowledge and expertise in a selected area of primary care practice and the design and implementation of a clinical project related to the N.P. advanced practice role. Clinical supervision is provided by nurse practitioner faculty and on-site N.P. or physician preceptors. Requires submission of Intent to Register form and project approval. The project represents an innovative approach to a clinical problem or professional issue relevant to practice. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: Core courses and two clinical management semesters or consent of instructor. Lab fee required. (Repeatable for credit)

PH.D.N. COURSES

PHDN 601 LOGICS OF INQUIRY / 3 UNITS

Explores epistemological and ontological foundations of science and how they influence the development of the science of nursing. Examines specific philosophical traditions such as empiricism, phenomenology, critical and feminist theory for their relevance to nursing.

PHDN 602 THEORY DEVELOPMENT IN NURSING / 3 UNITS

Focuses on theory building, the nature of theory formation, critical analysis and synthesis of theoretical frameworks.

Prerequisite: PHDN 601

PHDN 607 APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS / 3 UNITS

Examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

PHDN 640 BIOETHICAL ISSUES IN NURSING / 3 UNITS

Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education and research. Ethical theories and frameworks are explored as the basis for professional decision making and public policy determination and include justice, caring, consideration of the common good and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches.

PHDN 641 SOCIAL, HISTORICAL, AND PHILOSOPHICAL BASES OF NURSING / 3 UNITS

Explores the historical development of professional nursing emphasizing social, cultural and philosophical phenomena influencing caregiving roles. Analyses historical perspectives of contemporary health care issues and projection of future courses of action.

PHDN 648 HEALTH POLICY ANALYSIS / 3 UNITS

Examines the process of forming health policy from the inception of a need through analysis. Emphasizes policy analysis and the use of models in an attempt to clarify the process. Addresses nursing's participation in the policy-making process and current legislation influencing health related issues.

PHDN 661 HEALTH AND ILLNESS AMONG CULTURALLY DIVERSE POPULATIONS / 3 UNITS

Explores a wide range of theoretical perspectives related to health and illness. Emphasizes the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how

sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.

PHDN 663 PERSPECTIVES ON GLOBAL HEALTH / 3 UNITS

Analysis of a variety of theoretical perspectives related to the understanding of global health. This course provides an opportunity to examine health care concerns from a global perspective while examining issues relevant to specific countries or regions.

PHDN 664 DISSERTATION SEMINAR / 3 UNITS

Presentation of student's individual research proposals for group discussion and critique.

PHDN 670 QUANTITATIVE DESIGNS IN RESEARCH / 3 UNITS

Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. Emphasizes application of advanced statistical analyses related to specific research designs. Prerequisites: PHDN 601, 602, 607 or comparable course, or consent of instructor.

PHDN 672 PSYCHOMETRIC THEORY AND MEASUREMENT / 3 UNITS

Provides an overview of concepts, theories, measurement theories and instruments. Includes critical analysis of relationships between concepts, theories and measurements as well as critical examination of existing instruments based on principles of instrument construction and evaluation. Emphasis is also placed on evaluating instruments in terms of cultural bias, sensitivity and ethical issues. Prerequisites PHDN 601, 602.

PHDN 673 INTRODUCTION TO QUALITATIVE RESEARCH / 3 UNITS

Provides a background in qualitative research, with an emphasis on ethnographic and field research methods and techniques of data collection and analysis. The graduate seminar will help students to develop and acquire skills in observation, description, interviewing, analysis and presentation.

NURS 674 ADVANCED PSYCHOMETRIC MEASUREMENT / 3 UNITS

Study and application of advanced measurement theory and psychometric techniques in the testing of measures creatively designed by the students. The multi-trait multi-method approach to construct validity and multi-variate techniques of factor analysis are used. Introduces the

measurement model of the linear structural relations program where appropriate. Prerequisite: PHDN 672.

PHDN 676 ADVANCED QUALITATIVE RESEARCH METHODS / 3 UNITS

Provides an opportunity for students to build on prior research experiences and further develop their expertise in data analysis. Emphasizes dimensional analysis and grounded theory procedures, epistemological assumptions and logic. Addresses the philosophical traditions of grounded theory and dimensional analysis, specifically pragmatism and symbolic interactionism. Prerequisite: PHDN 673 or comparable course.

PHDN 677 ADVANCED QUANTITATIVE DESIGNS IN RESEARCH / 3 UNITS

Critical analysis, synthesis and application of advanced quantitative research designs. Areas of emphasis include: testing the relationship between multiple independent variables and a single dependent variable, between multiple independent and multiple dependent variables; grouping variables or individuals; and analysis of linear structural relations. Prerequisite: PHDN 670 or comparable course.

PHDN 683 KNOWLEDGE DISSEMINATION / 3 UNITS

Analysis and evaluation of strategies that facilitate knowledge dissemination in academic settings in nursing. Emphasis is on synthesis of literature related to the unique learning needs of the nurse scholar.

PHDN 684 SEMINAR IN GRANT WRITING / 3 UNITS

Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

PHD 685 WRITING FOR PUBLICATION / 3 UNITS

Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats. Emphasizes publication of research findings as well as ethical and legal issues in publication.

PHDN 686 PERSPECTIVES IN PROGRAM EVALUATION / 3 UNITS

Prepares students to design and conduct evaluation of health, education or other service programs. Focuses on principles of program evaluation and models applicable to comprehensive systematic evaluations of complex delivery programs. Students design and implement an evaluation of a specific program. Prerequisites: PHDN 670, 673.

PHDN 687 INNOVATIONS IN NURSING EDUCATION / 3 UNITS

Explores theoretical foundations and educational philosophies fundamental to nursing education. Innovative teaching strategies and technological approaches to professional education are presented. Experienced faculty/students discuss challenges encountered in teaching nursing students in diversified classrooms.

PHDN 688 PALLIATIVE CARE: THEORY AND PRAXIS / 3 UNITS

An in-depth exploration of the roles of the Nurse Researcher and Advanced Practice Nurse in the palliative care setting. Theories of palliative care will be explored as a basis for praxis, the conduct of research, and public policy determination.

PHDN 693 RESIDENCY / 3 UNITS

Provides intensive experience in a selected area of career development.

PHDN 694 SPECIAL TOPICS IN NURSING RESEARCH / 1-3 UNITS

Repeatable for credit.

PHDN 695 DISSERTATION / 1-9 UNITS

Development and implementation of original research. Candidate must register for at least 3 units per semester until 9 units have been completed. After the completion of 9 units of dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted. Prerequisite: PHDN 664 and doctoral candidacy status. (Repeatable for credit)

PHDN 697 SEMINAR IN VULNERABLE POPULATIONS/ HEALTH DISPARITIES RESEARCH / 3 UNITS

Analyzes the state of the science concerning health-related issues and health disparities among vulnerable populations. Theoretical underpinnings, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.



Joan B. Kroc School of Peace Studies

Joan B. Kroc School of Peace Studies

Administration and Faculty

Lee Ann Otto, Ph.D., PROGRAM DIRECTOR, PROFESSOR, Department of Political Science and International Relations

Ami Carpenter, Ph.D., ASSISTANT PROFESSOR; Conflict Resolution and Peacebuilding, Intervention Methodology

Michael Perry, J.D., UNIVERSITY DISTINGUISHED VISITING PROFESSOR of Law and Peace Studies; Human Rights

Charles Reilly, Ph.D., LECTURER in Peace Studies; Human Rights, Human Security

Dustin Sharp, J.D., LECTURER in Human Rights; Human Rights, Transitional Justice, Human Rights Advocacy

Master of Arts in Peace and Justice Studies

The Master of Arts in Peace & Justice Studies is an interdisciplinary program emphasizing ethics, international affairs, and conflict resolution. The goals of the program are: to produce graduates who will be capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving regional and international conflict; to foster scholarly agendas that examine the dynamics of justice and peace-building across multi-level conflicts; and, to facilitate faculty and student interaction and development across disciplines and academic units at USD, along with outreach to the community and the larger society. The program takes full advantage of the Joan B. Kroc School of Peace Studies' two institutes: the Joan B. Kroc Institute for Peace & Justice and the Trans-Border Institute.

The M.A. in Peace and Justice Studies is centered on the theme of "peace as human development." It is designed as a full-time program and is divided into two tracks of study. Individuals with a minimum of three years experience relevant to the field of peace and justice (e.g., NGO, government, or business experience with a focus on human rights, conflict resolution, or development) are eligible to apply for the one-year program. Those without this experience should apply for the sixteen-month program, which includes a required internship. Preference in admission for both tracks will be given to applicants with language skills in addition to English.

Financial Aid

All applicants accepted into the Peace and Justice Studies Program are eligible to be considered for Gandhi Fellowships, Joan B. Kroc Scholarships in Peace and Justice Studies and Dean's Graduate Merit Scholarships. Application for Program admission constitutes application for all three scholarships. A faculty committee determines fellowship and scholarship awards. The Gandhi Fellowships, Joan B. Kroc Scholarships in Peace and Justice Studies, Dean's Graduate Merit Scholarships and other financial aid are offered to permit full-time study. Contact the Office of Financial Aid at USD for further information regarding financial aid and loans.

Requirements for the Degree:

12-Month Track

- Full-time status as a graduate student
- Approval of courses by the Program Director
- Proseminar
- 30 units of graduate work with a 3.0 or higher
- 5 core courses – 15 units (see below)
- 4 courses within one of the areas of specialization – 12 units (see below)
- Capstone project (3 units) must be at “B” or better performance, and the grade is Pass/Fail.
- No more than 6 units of course work at the 300 level or 400 level can be counted toward the 30 units.
- Requirements for the Degree: 16-Month Track
- Full-time status as a graduate student
- Approval of courses by the Program Director

- Proseminar
- 33 units of graduate work with a 3.0 or higher
- 5 core courses- 15 units (see below)
- 4 courses within one of the areas of specialization – 12 units (see below)
- Internship – 3 units
- Capstone project (3 units) must be at “B” or better performance, and the grade is Pass/Fail.
- No more than 6 units of course work at the 300 level or 400 level can be counted toward the 33 units.

Curriculum

The Peace and Justice Program emphasizes the integration and use of theoretical and practical materials along with the acquisition of skills necessary for successful pursuit of peace and justice goals. It begins in late August with a required proseminar that introduces students to the range of cross-disciplinary scholarship in the Program. Students in both tracks, take five required core courses as well as four courses within one of the areas of specialization. Both tracks conclude with a capstone project that requires students to apply skills and perspectives acquired in the Program to a current or developing problem that threatens or prevents peace and/or justice. The capstone projects will be shared with the incoming cohort of students. In the sixteen-month program, the Internship class serves to integrate the practical experience of the internship with theory through critical discussion. Students from all four thematic areas will engage in dialog with each other and the Program's faculty.

Additional Requirements for Admission

See page 34 for basic admission requirements

ENTRANCE SEMESTERS	Summer (August)
APPLICATION DEADLINE	Feb. 15
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSEWORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	None

With the exception of the capstone and, for students in the sixteen-month track, the Internship, substitutions of required courses with electives can occur with the approval of the Program Director if a required course duplicates previous academic work of the student.

Core Courses

1. International Justice and Human Rights
2. Religion and Conflict Transformation
3. Conflict Analysis, Prevention and Resolution
4. Intervention Methodologies
5. Research Methodology

Specializations (bullet points under each specialization are indicative of topics relevant to each area and do not represent the names of specific courses)

Crisis Analysis and Conflict Resolution

- Community based conflict
- Conflict prevention/early warnings
- Conflict and world politics
- Post-conflict peacebuilding
- Ethnic and identity conflict (identity as language, race, class, gender, ethnicity, faith)
- Faith based traditions and peacebuilding
- International institutions
- Negotiation and mediation
- Nonviolence, religion, communication
- Social movements

Development

- Development policy
- Development of human capital and civil society
- Environmental justice and sustainability
- International organizations
- International political economy
- Organizational management
- Political development and governance (institution building, rule of law)

Human Rights

- Gender, identity, and human rights
- Genocide and mass atrocities
- Human rights monitoring
- International humanitarian law
- Justice mechanisms (indigenous, national and international tribunals)
- Restorative justice
- Reconciliation

Human Security

- Disaster prevention and relief
- Failed states / states in transition
- Human rights and rule of law (crimes against humanity, access to justice)
- Humanitarian aid
- Individual and group psychology
- Migration issues
- Peacekeeping and NGOs
- Resource conflict
- Violence and society

Courses and Seminars

PJS 510 RELIGION AND CONFLICT TRANSFORMATION / 3 UNITS

An exploration of the relationship between religion and the dynamics of conflict, with focus on the role of religion in conflict, peacebuilding and conflict transformation. Selected religious traditions will be considered, such as Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam, giving attention to such topics as their impact on processes of conflict, their function in violence prevention, reconciliation, and social change, and their resources for promoting peace and justice as human development.

PJS 530 INTERVENTION METHODOLOGIES / 3 UNITS

This survey course links conflict and peace theories to a range of intervention methodologies specific to four specializations: conflict prevention and resolution, protection of human rights, promotion of human security, and development. Peace-making, peace-enforcement, transitional justice, human rights monitoring, reconciliation and trauma healing, and processes of conflict resolution will be the primary foci of the course.

PJS 540 RESEARCH METHODOLOGY / 3 UNITS

This course introduces students to the philosophies behind social science research as well as the elements of the research process, and consists of three units. The first unit addresses the philosophy of social/scientific research and the importance of policy and information underpinned by credible research. The second unit focuses on general research design issues and an overview of qualitative and quantitative methods. The final unit focuses on two types of research: case study and evaluation/assessment.

PJS 550 CONFLICT ANALYSIS, PREVENTION AND RESOLUTION / 3 UNITS

This course will examine how conflicts are identified and analyzed, from low-level political violence to major armed conflict, and what theories and tools exist to resolve these conflicts. Students will read classic works in this interdisciplinary field, gaining an understanding of the different scholarly approaches taken to prevent and resolve armed conflict. Students will work in teams on particular case studies, applying theories learned.

PJS 552 CONFLICT RESOLUTION IN COMMUNITIES & ORGANIZATIONS / 3 UNITS

This course focuses on the advanced theory and practice of conflict resolution in non-violent contexts. Case study based, and focused on stakeholder and issue analysis, the course highlights methods of conflict resolution, including collaborative large group facilitation, dialog, problem-solving workshops, consultative decision-making and multi-stakeholder partnership models. Cases from a variety of domestic and international contexts will be explored.

PJS 554 GHETTOS, GANGS & SHANTY-TOWNS: URBAN INSECURITY IN POST-CONFLICT AND CONFLICT ENVIRONMENTS / 3 UNITS

Drawing on cases from Africa, Latin and North America this course examines the links between poverty, urbanization, youth groups, and national politics. The course includes a critical analysis of cities themselves and focuses on the interplay between “risky” city environments and the organization of gangs and militias. The course explores the application of conflict analysis and resolution perspectives to the causes dynamic and consequences of crime and factional urban conflict.

PJS 556 INTERNATIONAL NEGOTIATIONS / 3 UNITS

This is an analytical and skills training course offering advanced training in the theory and practice of negotiations. Simulated negotiations of increasing complexity are carried on both inside and outside the classroom. In the course, students are introduced to various negotiation contexts including cross-cultural and cross-gender issues. Course participants from the Peace and Justice Studies Program will be integrated into the law school course which is composed of a mixture of U.S. law students and non-U.S. lawyers who are enrolled in USD's LLM-CL program.

PJS 558 PEACE AND JUSTICE IN WORLD POLITICS: THEORY AND PRACTICE / 3 UNITS

An analysis of the theoretical literature on the causes of war and conditions of peace and justice focusing on issues of sovereignty, global governance, military and non-military aspects of security human rights, and positive and negative peace.

PJS 572 ENVIRONMENTAL JUSTICE / 3 UNITS

Examination of environmental justice and its relationship to sustainability and the protection of the non-human world. Local, national, and global issues and cases will be considered. Multidisciplinary pedagogical approaches grounded by political and environmental philosophy will be used. Particular attention will be drawn to environmental, social, political, and economic inequalities, injustices and oppression based on differences of gender, race, ethnicity, class, national origin and species membership.

PJS 580 INTERNATIONAL JUSTICE AND HUMAN RIGHTS / 3 UNITS

An introduction both to the international law of human rights and to the principal institutions, organizations, and processes designed to protect those rights. Some attention will also be given to a few more “theoretical” issues, such as: What is the relationship between religion and human rights? Does the international law of human rights unjustifiably favor “western” over “non-western” moral perspectives?

PJS 582 TRANSITIONAL JUSTICE ACCOUNTABILITY MECHANISMS, AND RESPONDING TO MASS ATROCITIES / 3 UNITS

Through study of both historic and contemporary cases, this course will examine how individual nations (together with the international community) attempt to respond to the horror of massive human rights violations and lay the groundwork for long-term peace and justice. We will examine the complementarity and conflict between the often overlapping demands that nations face following armed conflict, including restoration, retribution, reconciliation, reintegration, revenge, restitution, and accountability.

PJS 588 HUMAN RIGHTS ADVOCACY CLINICAL SEMINAR / 3 UNITS

Introduction to the techniques, strategies, and ethical dilemmas of modern-day human rights advocacy. Topics of study will include a critical history of the human rights movement; advocacy techniques and strategy; human rights monitoring and reporting, including ethical and strategic issues that arise in the course of doing fact-finding and advocacy; the role of nongovernmental organizations (NGOs) in transnational legal process,

including controversies about their legitimacy; and the need to balance agendas of the western international nongovernmental organizations and their counterparts in the (frequently non-western) developing world. This course will also examine the ways in which modern human rights advocates are attempting to stretch the discourse to apply it in new contexts, including attempts to link human rights to the environment, corruption, natural resource extraction, and development.

**PJS 594 SPECIAL TOPICS IN PEACE AND JUSTICE
STUDIES / 3 UNITS**

A specialized course focusing on a topic in conflict resolution, development, human rights or human security. The course can be repeated if the topic changes.

**PJS 595 PEACE AND JUSTICE STUDIES CAPSTONE /
3 UNITS**

A study of a current or developing problem that threatens or prevents peace and/or justice. The case study will integrate skills and perspectives acquired in the program. Prerequisite for the course is approval of a case study prospectus. Grading for the course is on a Pass/Fail basis.

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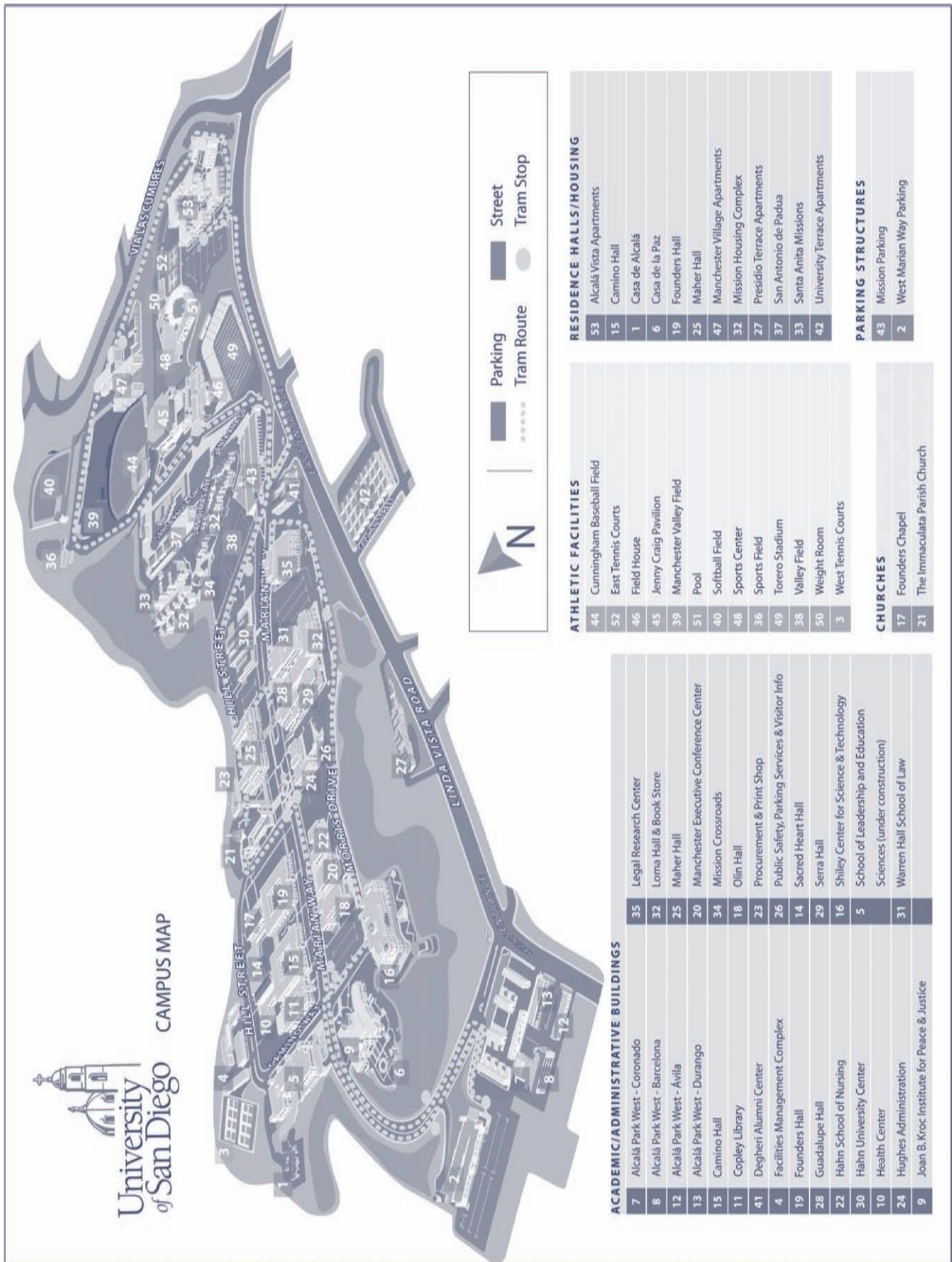
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